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ABSTRACT

The conference proceedings of the First National Symposium on Youth Violence are presented in terms of the program objectives, i.e., to identify successful youth involvement programs and to develop positive strategies for decreasing violence. This monograph provides the program schedule and texts and summaries of various speeches on the topics of open communication strategies, social integration strategies, and legislative and team action to decrease violence. The National Awards for Outstanding Youth Involvement Programs are described, along with a bibliography of other youth programs. (JAC)

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FOCUS ON YOUTH

FIRST NATIONAL SYMPOSIUM ON YOUTH VIOLENCE

TEAM ACTION YOUTH INVOLVEMENT PROGRAMS TO DECREASE VIOLENCE

RENO, NEVADA

November 9-12, 1980

Sponsored by

CONTINUING EDUCATION, UNIVERSITY OF NEVADA-RENO
NATIONAL CONFERENCE OF CHRISTIANS AND JEWS
NATIONAL COUNCIL OF JUVENILE AND FAMILY COURT JUDGES
NATIONAL SCHOOL RESOURCE NETWORK, NATIONAL CENTER
UNITED STATES DEPARTMENT OF EDUCATION, REGION IX
YOUTH SERVICES, NEVADA DEPARTMENT OF HUMAN RESOURCES

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TEAM ACTION YOUTH INVOLVEMENT PROGRAMS
TO DECREASE VIOLENCE

FIRST NATIONAL SYMPOSIUM ON YOUTH VIOLENCE

November 9-12, 1980

SAHARA RENO
Reno, Nevada

Sponsored by

CONTINUING EDUCATION, UNIVERSITY OF NEVADA-RENO
NATIONAL CONFERENCE OF CHRISTIANS AND JEWS
NATIONAL COUNCIL OF JUVENILE AND FAMILY COURT JUDGES
NATIONAL SCHOOL RESOURCE NETWORK, NATIONAL CENTER
UNITED STATES DEPARTMENT OF EDUCATION, REGION IX
YOUTH SERVICES, NEVADA DEPARTMENT OF HUMAN RESOURCES

I Am Your Child

Look at me
I am your child!
You made me and allowed me to enter this world
You gave me life
Feed me, clothe me, shelter me
But most of all, love me
Touch me, kiss me, hug me
Talk to me — dream with me

Listen to me
Learn to know what I am feeling
Listen to my voice
Listen to my stories of what is special to me
Listen to my anger
Learn why that happens to me
Listen to my laughter
And share my joy with me
Listen to my music
What does it say to you?
Listen to my tears — even if you cannot see them
Try to understand what makes me sad
Listen to my friends — they are important to me
Through them, you may comprehend my world
Listen to my triumphs — understand my failures
Help me to grow stronger from my disappointments
Listen to my silence
For it is then I may need you most

Love me always
Be kind to me
Reprimand me, correct me
But be gentle — not cruel
Guide me and help me
But do not over direct me
Give me room to grow, to explore, to think for myself
Let me be me
Be there, be close
But do not smother me
Let me fall
So I can get up and be twice as tall
Never leave me
Although thousands of miles may separate us
All of my life I will need you
Just to know you are there
Will sustain me through all of my days
And when I become a parent
I will remember your gentle touch
Your loving voice, your warmth in holding me
And how you always LOVED and CARED for me

I will look at my child
I will listen to my child
I will try to know my child
I will love my child

This will be my gift to you
My way of saying "Thank you".

Virginia H. Cain
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1981 CREATIVE PROGRAMMING AWARD
BY THE NATIONAL UNIVERSITY CONTINUING EDUCATION ASSOCIATION

The Monograph FOCUS ON YOUTH, FIRST NATIONAL SYMPOSIUM ON YOUTH VIOLENCE: TEAM ACTION YOUTH INVOLVEMENT PROGRAMS TO DECREASE VIOLENCE, includes summaries of the presenters, outstanding youth involvement programs to decrease violence, and the proceedings of the National Symposium: Focus on Youth. It is hoped that this publication will inspire additional youth involvement programs in our educational institutions and communities.

Editing and Collation of Materials: Adele Somers, Ed. D., Nevada Administrator, Title I Higher Education Act; Coordinator, Community Development, Continuing Education, University of Nevada-Reno.

Final Editing: Virginia Cain, Curriculum Director, National Council of Juvenile and Family Court Judges, University of Nevada-Reno.

Lawrence C. Helms, Ph.D., Former Director, Continuing Education, University of Nevada-Reno; Present Director, Continuing Education, Southern Oregon State College.

Final Typing and Assistance in Arrangement of Materials: Eileen R. Beck, Administrative Assistant, Community Development, Continuing Education, University of Nevada-Reno.

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Community Development
Division of Continuing Education
University of Nevada-Reno
Reno, Nevada 89557
(702)784-4838

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YOUTH SERVICES, NEVADA DEPARTMENT OF HUMAN RESOURCES

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Child Welfare League of America
Constitutional Rights Foundation
Cross Cultural Resource Center, Council on Anthropology and Education, California State University of Sacramento, California
Far West Laboratory for Education Research and Development
Job Corps, Regional
League of United Latin American Citizens, Reno
NAACP, Regional
National Association of Counties
National Association Secondary School Principals
National District Attorneys Association
National PTA
National School Boards Association
National Spiritual Assembly of Baha'i of the United States
Nevada State Department of Education
New Pride, Inc., Denver, Colorado
Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, Department of Justice, Washington, DC
Public Offenders Counseling Association
Sociology of Education Association
Soroptimist International, Reno
Teacher Corps, Regional
University of Nevada-Reno
Washoe County Teachers Association - An Affiliate of the National Education Association

APPRECIATION

Virginia Cain and Adele Somers, Coordinators of the National Symposium: Focus on Youth, extend SPECIAL THANKS to:

SPONSORS
- James Dahl, National School Resource Network, National Center
- Caroline Gillin, Ed. D., and Warren Tappin, Ph. D., United States Department of Education, Region IX
- Marguerite Ball and Frank Carmen, Nevada Youth Services Division, Department of Human Resources
- Bob Edmondson and Ann Silver, formerly with Nevada Youth Services Division, Department of Human Resources
- Dean Louis McHardy and Jim Toner, National Council of Juvenile and Family Court Judges
- Harry Massoth, National Conference of Christians and Jews
- Neal Ferguson, Ph. D., Grace Donehower, and the staff of the Division of Continuing Education, University of Nevada-Reno
- Lawrence Helms, Ph. D., formerly with the Division of Continuing Education, University of Nevada-Reno.

THE ENDORSING ORGANIZATIONS

PRESENTERS, SESSION COORDINATORS, YOUTHS SERVING AS REACTORS, YOUTHS DEMONSTRATING YOUTH INVOLVEMENT ACTIVITIES

TABLE DISPLAYS - Coordinator: Ann Silver; Washoe County CETA; Oikos Program; Committee to Aid Abused Women; Camp Fire Girls, Inc.; Regina Hall for Girls; Cyesis-YWCA; Community Services Agency.

HOSPITALITY SUITES - Nevada Parent-Teacher Association, John Ascuaga's Nugget, Mary Lou Moser, Debbie Kennedy.

PUBLICITY - Judi Citterman

GRAPHICS - Debbie Russell

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The following persons assisted in planning, programming, mailings and other tasks: Jim Ashbaugh and the Explorer Scouts, Shirley Beck, Karen Carmel, Marge Cutler, Candy Fire, Chuck Gaw, Annette Gromfin, Gerta Hemingway, faculty and students of the Washoe County Schools, Kathy McDermott, A. G. McGrannahan, Vermont McKinney, Ethnea Mousset-Jones, Bob Ponce, Ed. D., John Schuon, Stanley Somers, Vivienne Williams, Kathy Sue Bond.

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FIRST NATIONAL SYMPOSIUM ON YOUTH VIOLENCE
TEAM ACTION YOUTH INVOLVEMENT PROGRAMS TO DECREASE VIOLENCE

The rising rate of violence in our schools and society is of tremendous concern to the citizens in our country. The National Symposium, Focus on Youth, achieved the objectives of identifying successful youth involvement programs and of developing positive strategies to decrease violence. The National Symposium was focused for policy makers and practitioners in the fields of education, juvenile justice, law, corrections, medical and health services, law enforcement, community programming, and those working in a broad range of human services resource systems for YOUTH. The expertise of the faculty of the University of Nevada-Reno, community members, as well as nationally known authorities was shared. Youths were involved as reactors on panel presentations, as participants, as performers in the musical and dance presentations, and as demonstrators of youth involvement activities at display tables.

In the creative planning for the National Symposium, the program directors, Virginia Cain and Adele Somers, reached out to agencies, organizations, and individuals who are concerned and care about the well-being of youth. Cross disciplinary communication and the creation of linkages between organizations occurred. Since this program was not funded by a grant, it had to be self-supporting. Organizations cooperated by mailing and distributing postcards and brochures, and by sponsoring presenters and participants. In an attempt to make it possible for all interested persons to participate partial and complete scholarships depending on need were offered. Youths received complete scholarships to attend.

Press releases and brochures were sent to National Journals and periodicals. Endorsing and sponsoring organizations included announcements in their newsletters.

Nominations were accepted for the National Symposium Youth Involvement Program Awards. Criteria were established for the selection of the programs. The entries were judged by a select committee of the sponsors of the Focus on Youth National Symposium. At the National Youth Involvement Awards Luncheon, outstanding youth involvement programs were recognized by the presentation of plaques and certificates of meritorious recognition.

The basic concepts behind the National Symposium were to recognize the importance of the involvement of youth in resolving their own problems, the development of educational and recreational programs to meet their needs, and to reinforce their place in society.

Through team action, the National Symposium: Focus on Youth became a reality. The efforts, time, and finances of many persons contributed to a relevant, successful and significant National Symposium.

THE FIRST NATIONAL SYMPOSIUM ON YOUTH VIOLENCE
Team Action Youth Involvement Programs
to Decrease Violence

The rising rate of violence in our schools and society is of tremendous concern to the citizens in our country. The purpose of the FIRST NATIONAL SYMPOSIUM ON YOUTH VIOLENCE: TEAM ACTION YOUTH INVOLVEMENT PROGRAMS TO DECREASE VIOLENCE was to:

- -Identify successful youth programs which decrease violence in our schools and communities
- -Develop alternative plans to decrease violence and constructively channel the energies of youths
- -Implement techniques for effective use of programs to decrease violence by utilizing and expanding the services of educational institutions, the judiciary, private and public sectors, law enforcement, community resources
- -Promote legislative action programs for constructive involvement of youths

All sessions were directed toward solving problems and implementing constructive youth involvement programs to decrease violence.

*Definition of Terms

The terms used in the National Symposium are defined as follows:

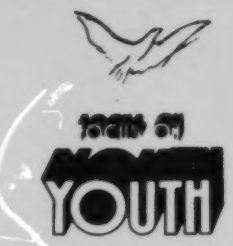
Violence. Exertion of physical force that results in personal injury and in destruction of property.

Closed Communication. One-way communication or no communication. Impersonal, authoritative, punitive, and arbitrary actions with many directives issued without consultation of the faculty or students which often create poor faculty and student morale. Messages are guarded and cautious. People do not listen to each other. (McGregor, Douglas. The Professional Manager. New York: McGraw-Hill, 1967.)

Open Communication. Multi-way, friendly, authentic verbal interaction with responsive listening between persons and within groups. Encouragement of input from many persons for decision-making and problem-solving.

Social Integration. Involvement in the social system of the family, school, and community through participation in governance, activities, and school-community jobs.

*Somers, Adele. "Open Communication and Social Integration Strategies to Decrease Student Physical Aggression in High Schools." Ed. D. Dissertation. University of Southern California, Los Angeles, September 1978.



PROGRAM SCHEDULE

Sunday, November 9

5:00-7:00 P.M.

REGISTRATION - NO HOST HOSPITALITY RECEPTION IN HONOR OF POLICYMAKERS WHO SUPPORT YOUTH INVOLVEMENT PROGRAMS

MUSIC - University of Nevada-Reno Youth Jazz Ensemble
John Wacker and Roger Wilhite

7:00-9:00 P.M. Town Hall - Rooms II and III

"Overview of the Symposium: Focus on Youth"
FACILITATOR: Adele Somers, Ed. D., Nevada Administrator, Title I Higher Education Act; Coordinator, Community Development Continuing Education, UNR

WELCOME: Governor Robert List, State of Nevada

Neal Ferguson, Ph. D., Director, Continuing Education, UNR

INTRODUCTIONS: Ted Sanders, Superintendent of Public Instruction Nevada State Department of Education

"Youth Violence - Federal and State Support Systems to Decrease Violence"
Javetta Richardson, Coordinator of the National Education Association School Violence Program; Program Specialist

"Youth Participation as a Preventive Measure for Violence on the Part of Youth"
Mary Conway Kohler, Board Chairperson, National Commission on Resources for Youth, Inc.

Monday, November 10

8:30-10:15 A.M. Town Hall - Rooms II and III

"Purpose of Symposium and Expectations"
FACILITATOR: Caroline Gillin, Ed. D., Regional Commissioner for Education Programs, Region IX, United States Department of Education

WELCOME: Joseph Crowley, Ph. D., President, University of Nevada-Reno

GREETINGS: Dean Louis McHardy, Executive Director, National Council of Juvenile and Family Court Judges

"The School as a Model of Justice: A National Network Approach"
James J. Dahl, Administrator, National School Resource Network

"Educational Innovation for the Prevention and Treatment of Delinquency"
Martin Gold, Ph. D., Program Director, Program on Children, Youth, and Family Life, University of Michigan, Institute for Social Research, Professor of Psychology

"Overview of Open Communication Sessions"
"Introduction of Session Coordinators"
Virginia Cain, Curriculum Director, National Council of Juvenile and Family Court Judges

10:15-10:30 A.M. BREAK

10:30 A.M.-12 P.M.

SESSIONS: OPEN COMMUNICATION STRATEGIES TO DECREASE VIOLENCE

SESSION I. MEDIA: WINDOW ON HUMANITY (Increasing Constructive Media Programming for Youths)

FACILITATOR: Eva Essa, Ph. D., Director, Child and Family Center Assistant Professor, School of Home Economics, UNR

PRESENTERS & REACTORS:
LEE D. HIRSHLAND, President, General Manager, KTVN - Channel 2
DONNA LLOYD KOLKIN, Ph. D., Director, Critical Television Viewing Skills Curriculum Project, Far West Laboratory
ED PEARCE, News Director, KTVN - Channel 2
HOWARD ROSENBERG, Professor of Art, UNR
YOUTH: TODD MANGIAPIA, Experienced Based Career Education, Washoe High School

SESSION II. ACCENTUATE THE POSITIVE! (Improving Open Communication and Counseling for Youths)

FACILITATOR: JOHN A. BAILEY, Ed. D., Professor, Counseling and Guidance Personnel Services, College of Education, UNR

PRESENTERS & REACTORS:
KATE MACKENZIE, Host "On the Line with Kate", KOH Radio; Marriage and Family Counselor
MARY F. MAPLES, Ph. D., Professor, Counseling and Guidance Personnel Services; Immediate Past President American Personnel and Guidance Association
MARY LOU MOSER, Community College Analyst; Immediate Past President, Nevada State Parent Teacher Association
KEITH A. PIERCE, Ed. D., Professor and Chairman, Counseling and Guidance Personnel Services, College of Education UNR
"Telling It Like It Is: Improving Communication Between Parents and Youths"

DAVID MORSE, Head Counselor, Elk Grove High School, Elk Grove, California
YOUTH: SHELLEY SHUEMAKER, Experience Based Career Education, Washoe High School

SESSION III. THE CHOICE AND THE CHALLENGE (Developing Values and Improving Relationships Among Different Ethnic Groups and Creeds)

FACILITATOR: JAMES W. HULSE, Ph. D., Professor of History, UNR
PRESENTERS & REACTORS: STEVEN F. ARVIZU, Project Director, Cross Cultural Resource Center, California State University, Sacramento, California
LEN BECKUM, Ph. D., Department Chairperson of Equal Educational Opportunities; Director, Project Stride, Far West Laboratory
LEVIE DURAN, Management Training Consultant, Cross Cultural Resource Center, California State University, Sacramento, California
HARRY MASSOTH, Director, National Conference of Christians and Jews
WILLIAM MOON, Director of Programs, NAACP
CARLOS D. ROMO, Ph. D., Human Relations Officer, Community Services Agency of Washoe County
YOUTH: LISA BROWN, Experience Based Career Education, Washoe High School

SESSION IV. WHAT WORKS IN DRUG AND ALCOHOL ABUSE
INTERACTION OF FOODS AND AGGRESSION

FACILITATOR: OWEN PECK, M.D., Professor of Medicine, Associate Dean of Student Affairs, School of Medical Sciences, UNR
PRESENTERS & REACTORS: JAN CARMICHAEL, Clinical Pharmacist, School of Medical Sciences, UNR
JOHN CHAPPEL, M.D., Professor of Psychiatry, School of Medical Sciences, UNR
ALBERT PHOENIX, Director, Alcohol and Drug Abuse, Pyramid Lake Reservation, Paiute Tribe, Nixon, Nevada
MARSHA READ, Ph. D., Nutritionist, School of Home Economics, UNR
TOM SCULLY, M.D., Associate Dean, Professor of Pediatrics, School of Medical Sciences, UNR
WILLIAM WOLLITZ, Doctor of Public Health, Northern Area Substance Abuse Council, Nevada
YOUTH: BOB WOOD, Experience Based Career Education, Washoe High School

12:00-1:30 P.M. Opera House Theatre

LUNCHEON

FACILITATOR: Jim Toner, Director of Consultation and Development, National Council of Juvenile and Family Court Judges

Musical Presentation by Youths, Washoe County Schools

1:30-3:00 P.M.

REPEAT: OPEN COMMUNICATION STRATEGIES TO DECREASE VIOLENCE

3:00-3:15 P.M. BREAK

3:15-4:30 P.M. Town Hall - Rooms II and III

FACILITATOR: Bob Edmondson, Former Administrator, Division of Youth Services, State of Nevada; Education Consultant, Nevada Department of Education

Film: "The Key Is In Your Pocket"
John Gilman, Jr., Fifth Judicial District Juvenile Court Project; Juvenile Court Master

Summary Reports from Each Session

4:30-6:00 P.M. BOOTHS: Youth Involvement Activities

7:30-9:30 P.M.

Hospitality Suite Open for Discussion with Resource Persons - 20th Floor
FILMS: CAUSES OF VIOLENCE; YOUTH INVOLVEMENT PROGRAMS - Assembly Room B

Tuesday, November 11

8:30-10:15 A.M. Town Hall - Rooms II and III

FACILITATOR: Lawrence C. Helms, Ph. D., Director, Continuing Education, Southern Oregon State College, Ashland, Oregon

GREETINGS: Richard Dankworth, Ed. D., Vice-President, Public Affairs UNR

Attorney General Richard Bryan, State of Nevada

PRESENTER: "Role of Schooling in Delinquency"
Gary Gottfredson, Ph. D., Center for Social Organization of Schools, The Johns Hopkins University, Baltimore, Maryland

REACTOR: Nathaniel LaCour, Vice-President, American Federation of Teachers; President, United Teachers of New Orleans

"Overview of Social Integration Sessions"
"Introduction of Session Coordinators"
Virginia Cain, Curriculum Director, National Council or Juvenile and Family Court Judges

10:15-10:30 A.M. BREAK

10:30 A.M.-12 P.M.

SESSIONS: SOCIAL INTEGRATION STRATEGIES TO DECREASE VIOLENCE

SESSION I. DEVELOPING EFFECTIVE LEADERSHIP OF EDUCATORS
DEVELOPING SUPPORT SERVICES FOR EDUCATORS

FACILITATOR: EDMUND CAIN, Ed. D., Dean, College of Education, UNR

PRESENTERS & REACTORS:
CAROLINE GILLIN, Ed. D., Regional Commissioner for Educational Programs, United States Department of Education
GARY GOTTFREDSON, Ph. D., Center for Social Organization of Schools, The Johns Hopkins University, Baltimore, Maryland
LAWRENCE HARRINGTON, Ph. D., Program Manager, School Attendance and School Environment Unit, California State Department of Education
TED SANDERS, Superintendent of Public Instruction, State of Nevada
YOUTH: CHRIS MITCHELL, Experienced Based Career Education, Washoe High School

SESSION II. INCREASING EDUCATIONAL AND RECREATIONAL OPPORTUNITIES FOR YOUTHS

FACILITATOR: JIM BEAN, Director, Elementary and Secondary Education, Nevada State Department of Education

PRESENTERS & REACTORS:
AL BRAVO, Youth Director, Latin American Information Center
LT. LARRY DENNISON, Youth Services, Reno Police Department
ANNETTE GROMFIN, National Coordinator, Technical Assistance and Community based Education, Teacher Corps, School of Education, University of Southern California
"Community as a Support System for Youth Involvement and Youth Participation"
WARREN R. TAPPIN, Ph. D., Director, Division of Educational Dissemination, Region IX, United States Department of Education
"On the Team and on the Bench"
YOUTH: DARRYL FEEMSTER, University of Nevada-Reno

SESSION III. INVOLVEMENT IN THE WORLD OF WORK (Developing Vocational Opportunities)

FACILITATOR: RANDALL FROST, Ph. D., Project Director, Sierra Nevada Job Corps Center

PRESENTERS & REACTORS:
JOHN GENASCI, Ed. D., Principal, Washoe County High School
H. EUGENE HILLYGUS, Dean, Occupational Education, Truckee Meadows Community College; Washoe County School District Board of Trustees
MIKE KATZ, Deputy Administrator, Youth Services, Department of Human Services, State of Nevada

BERTHA MULLINS, Director, Job Opportunities for Youths, Community Services Agency of Washoe County
PHIL WILBUR, Ph. D., Director, Sierra Nevada Job Corps Center, Radio Corporation of America
YOUTH: FELIX PEREZ, Student Body President, Sierra Nevada Job Corps Center

SESSION IV. LAW AND YOUTHS (Identifying and Developing Juvenile Court and Law Enforcement Programs to Reinforce Positive Bahavior in Youths; Involving Youths in "Peacekeeping" in Schools and Communities)

FACILITATOR: CHARLES E. SPRINGER, Supreme Court Justice, State of Nevada, National Council of Juvenile and Family Court Judges

PRESENTERS & REACTORS: ROGER DETWEILER, Executive Director, State Bar of Nevada
RANDOLPH RILEY, District Attorney, Wake County, Raleigh, North Carolina
"Project Wake Up"
YOUTH: MEREDITH BROWNING, Experienced Based Career Education, Washoe High School

SESSION V. OUTSTANDING YOUTH INVOLVEMENT PROGRAMS DECREASE VIOLENCE! (Open Session to Share Successful Youth Involvement Programs)

FACILITATORS: DWIGHT BONDS, Associate Director, University of Southern California, Recruitment and Community Technical Resource Center
ELSA BRIZZI, Facilitator, CETA IID Paraprofessional Training, Division of Compensatory and Intergroup Programs, Office of Los Angeles County Superintendent of Schools

12:00-1:30 P.M. Opera House Theatre

LUNCHEON - NATIONAL YOUTH INVOLVEMENT PROGRAM AWARDS

FACILITATOR: Louis McHardy, Dean, Executive Director, National Council of Juvenile and Family Court Judges

GREETINGS: Robert Cashell, President, Board of Regents, University of Nevada

Presentation of the Awards - Alden Barber, Former Executive Director, Boy Scouts of America; Consultant to the Hugh O'Brian Foundation

John Ford Coley & Company, Musical Presentation, "Tomorrow Belongs to the Children"

1:30-3:00 P.M.

REPEAT: SOCIAL INTEGRATION STRATEGIES TO DECREASE VIOLENCE

3:00-3:15 P.M. BREAK

3:15-4:30 P.M. Town Hall - Rooms II and III

FACILITATOR: Virginia Cain, Curriculum Director, National Council of Juvenile and Family Court Judges

INTRODUCTION: Harry Massoth, Director, National Conference of Christians and Jews

"Character Formation and the Phenomenon of Violence"
Daniel C. Jordan, Ph. D., Director of International Center for Human Development; Chairperson, Department of Education, National University, Vista, California

Summary Reports from Each Session

7:30-9:30 P.M.

Hospitality Suite Open for Discussion with Resource Persons - 20th Floor
FILMS: CAUSES OF VIOLENCE: YOUTH INVOLVEMENT PROGRAMS - Assembly Room B

Wednesday, November 12

8:30-10:15 A.M. Town Hall - Rooms II and III

LEGISLATORS AND TEAM ACTION TO DECREASE VIOLENCE

MODERATOR: Robert Dickens, Ph. D., Director, Educational Telecommunications, Office of Communications and Broadcasting, UNR

PRESENTERS & REACTORS:
Mayor Barbara Bennett
Joseph Crowley, Ph. D., President, University of Nevada-Reno
Richard Dankworth, Ed. D., Vice-President, Public Affairs, UNR
State Senator James Kosinski
James Richardson, Ph. D., Professor, Sociology, UNR
State Senator Sue Wagner
YOUTH: Chris Mitchell, Experienced Based Career Education, Washoe High School

10:15-10:30 A.M. BREAK

10:30 A.M.-12 P.M. Legislative Session Continues

CLOSING REMARKS: Virginia Cain, Curriculum Director, National Council of Juvenile and Family Court Judges

Adele Somers, Ed. D., Administrator, Title I Higher Education Act; Coordinator of Community Development, Continuing Education, UNR

1:00 P.M. TOUR OF THE SIERRA NEVADA JOB CORPS CENTER

INTRODUCTION

Neal Ferguson
Director, Continuing Education, University of Nevada-Reno

The first annual conference on Youth Violence is adjourned and may be termed a magnificent success. As with all initial efforts of this kind, there are changes and improvements that may be made. I would like to take this opportunity to thank Dr. Adele Somers and Mrs. Virginia Cain for their fine efforts in establishing the Focus on Youth National Symposium.

I am pleased to have been accorded the opportunity to be associated with the National Symposium on Youth Violence. It is always a pleasure to take part in a well-conceived and organized effort such as this one was. As a professional historian, whose interests lie in the field of family and social history, I am interested in the evolution of the problems and the approaches to their solutions. As a concerned citizen, I am vitally aware of the desirability and necessity of discovering present-day approaches to historically based conditions. I was delighted by the awareness and perceptivity with which these complex issues were discussed during the course of the conference. No one expected the conference to discover magical solutions. I think what most of us expected was what indeed we found: acute sensitivity to, and the willingness to talk about, the problems in an open, friendly, and spirited manner.

Dean Louis McHardy
Executive Director
National Council of Juvenile and Family Court Judges

The National College of Juvenile and Family Court Judges welcomes the opportunity to be a contributing force in a conference planned to benefit youth, such as The First National Symposium on Youth Violence - Focus on Youth. NCJFCJ is committed to improving the quality of Juvenile Justice and programs that will divert children from delinquency, violence, and vandalism.

Interdisciplinary communication among agencies and positive action programs to recognize and protect the youth potential are essential to the development of our nation's greatest resource - its youth. At the same time, we are working together to protect the integrity of the family unit by reinforcing the understanding of the needs of youth by parents, the school, and the community. NCJFCJ encourages future activities to implement these programs, and to develop new ones that constructively utilize the energy and talents of the youth.

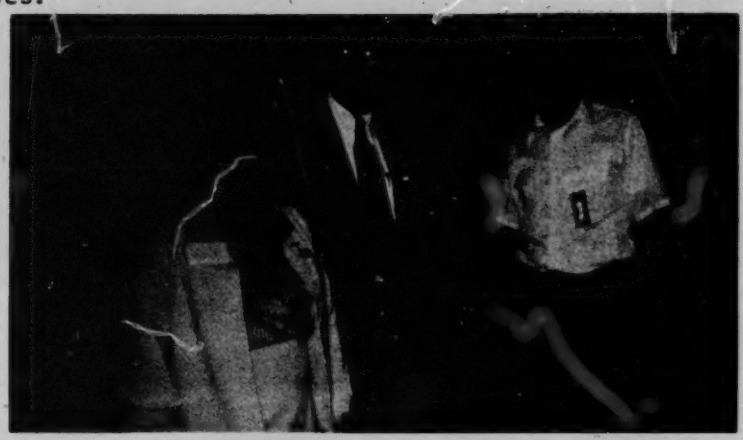
Virginia Cain
Curriculum Director
National Council of Juvenile and Family Court Judges

This conference was convened as The First National Symposium on Youth Violence -- Focus on Youth, on the premise that the problems of youth and violence were not being considered in a positive constructive manner. The purposes of the conference were:

1. To examine the causes of violent behavior; nutrition, family dynamics, alcohol and other substance abuse, deprivation learning disabilities and other psychological problems, frustration and ignorance.

2. To present national programs (see program awards) selected because they positively challenge the energies of youth and positively use their talents to create peer programs to utilize youth abilities. Replication of these projects and understanding of the problems of youth were seen as the action plans to carry back to individual communities. Despite the program and substantive packed presentations, we are all aware there are many untouched areas of concern. The conference convenors and participants recognize we would be remiss if we failed to refer to those areas. If we have succeeded in sensitizing any one person to existing and potential dangers in our society that contribute to destructive behavior of youth; if we have raised the consciousness level of one person who will return to this community and begin to work to correct these situations in that community; then this conference will have served a purpose and helped the children of this nation.

An evaluation and planning meeting is planned early in 1981 to determine the strengths and weaknesses of the conference; to discuss the possibility and need for a second symposium and the future directions for planning effectively and implementation of the successful programs in other communities.



PERSPECTIVE ON A CONFERENCE: THE FIRST NATIONAL SYMPOSIUM ON YOUTH VIOLENCE

Lawrence Helms, Ph. D.
Director, Continuing Education, Southern Oregon State College
Ashland, Oregon

The First National Symposium on Youth Violence asked the 300 plus participants who gathered in Reno, Nevada in early November, 1980, to ascertain their individual positions as well as the position of the agencies they represented and of the greater society in which they live: "Where are you/we vis-a-vis the poignant problem of youth violence?" The ensuing dialogue, discussions and panel inter-actions promoted much new thought and held the promise for future plans. It is to the credit of the cooperating agencies that such a conference was planned, developed and administered in an era of dwindling finances and ever-tightening budgets.

The conference on youth violence graphically illustrated both the scope of research currently being conducted on this topic and the complex issues that surround the topic.

Current models, such as those described by Dr. Gottfredson, are invaluable as they help shape the salient issues surrounding such a poignant social problem. At the conference concerns were articulated and the resultant dialogue helped clarify both the model as well as the modeler's intentions. Such post-presentation discussions were helpful and extremely illuminating.

The purpose of the conference was not to exhaustively cover all aspects of youth violence, but rather to expose a larger population to a network of people, materials and resources to enable all parties concerned to come to a better understanding of the dimensions of the problem.

As a society we are, I believe, poised on the threshold of an extensive investigation into the causes of youth violence; violence not only spawned by youths, but perpetrated on them as well. Perhaps the most promising aspects of the conference was the inter-agency cooperation that made the event a possibility and the diverse populations that constituted the participants. The solutions, it was plain, are more likely to come from a heterongeneous group of participants working in consortia than from a homogeneous social strata working "for the good of others" or one social agency with limited financial and human resources.

The sessions focused on the problem and not on the symptoms of the problem. The "Social Integration Strategies To Decrease Violence" were especially well focused and germane.

In retrospect, perhaps the greatest contribution made by the conference was the commitment to action-research by the specialists present. Action-research is a continuous process of doing research on social action leading to learning and <u>further action</u>. The essential activities of the

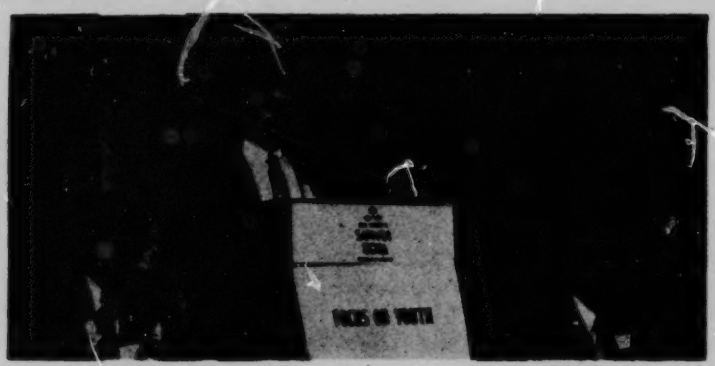
process are planning, executing the plan and reviewing, carried on in a cycle by researchers and social actors participating in full and equal roles. Action-research is meaningful research to those individuals who must live and work in the real problem-solving world; those who are simply content to postulate theoretical solutions to real problems. As early as 1947 Kurt Lewin described research as:

> "The research (learning needed for social practice can best be characterized as research (learning) for social management, a social engineering. It is a type of action-research--a comparative research on the conditions and effects of various forms of social action and research (learning) leading to social action."

The Conference brought most participants at least half way through the 9 step process involved in applying action-research to problem solving. There was a (1) convergence of interest, (2) the establishment of a charter, (3) a legitimization and sponsorship of the activity. These activities, of course, were structured in the planning of the conference. Once at the conference, however, the various general plans (e.g. Gottfredson, et. al.) and many began to work on (6) their action hypotheses. It is too premature to ascertain whether (7) action steps were implemented of what type of (8) formative evaluation or (9) problem re-identification was effected.

In essence, the conference moved the participants along the continuum of action to the degree the individuals were willing and able to develop their own plans. What is clearly needed is a follow-up conference, seminar or workshop of interested participants to delve more deeply into steps 7, 8, and 9. The entire group needs to study and be informed of the various action steps and problem re-identification that was spawned by their initial efforts.

The University of Nevada's Division of Continuing Education, the National Council of Juvenile and Family Court Judges and the other co-sponsors are to be congratulated on their efforts in hosting this conference. Hopefully the ensuing years will bring subsequent gatherings that will complete the action-research models being developed and explained in 1980.



YOUTH INVOLVEMENT IN ACTIVITIES, GOVERNANCE, AND SCHOOL-COMMUNITY JOBS

Adele Somers, Ed. D.
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Coordinator, Community Development
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Youths are increasingly involved in aggressive acts. A high school teacher points out there is much hushing of violent incidents to maintain a positive image of the school. Teachers are under pressure not to report incidents of school violence. Administrators fear public criticism and teachers fear unfair evaluations and charges of poor classroom control. School personnel and students often fail to report incidents because they fear reprisals. Therefore, the violence grows! The climate of fear often hinders the educational progress of many students.

Many different sources point to the multitude of in-school and societal factors which contribute to the growing rates of student physical aggression. Are there communication and social integration strategies which are positively related to decreased student physical aggression? At present, the main emphasis on strategies has been on increased surveillance with the addition of security officers. Desperately needed is a concerted, well-planned team effort to develop strategies to decrease student physical aggression.

According to the social learning theory of aggression by Albert Bandura, Stanford University, aggressive modes of behavior are acquired through observational learning, family influence, and symbolic modeling---the mass media. Rejection, inadequate affection, and insufficient stimulation can contribute to children's aggression.

The findings of many studies suggest that love-oriented methods of communication and reasoning tend to produce non-aggressive children, while hostile physical methods of punishment tend to produce aggressive children.

Virginia Cain and I, Coordinators of the National Symposium, as parents of adult children and educators with classroom experience at all age levels, are cognizant of the problems of youth in the communities in the United States. The format of the National Symposium, Focus on Youth, was based on my dissertation, "Open Communication and Social Integration Strategies to Decrease Student Physical Aggression in High Schools." Participants became familiar with the terms Open Communication: multiway, friendly, authentic verbal interaction with responsive listening between persons and within groups with encouragement of input for decision-making and problemsolving; Social Integration: involvement in the social system of the family, school, and community through participation in governance, activities, and school-community jobs. Emile Durkheim, French Sociologist, stresses the importance of social activity and social integration through his observations of the social influences of religion, family, and political activity. He emphasized the importance of social integration of the individual into group-life through the establishment of occupational groups, voluntary associations based on work-

interests. He found evidence to support his theory that the more groups are integrated in the social structure, the lower will be their rates of suicide. Suicide is violence or aggression against oneself. Based on Durkheim's theory of social integration, my hypothesis is that the more youths are socially integrated in the family, school and community through group activities, governance, school-community jobs, the lower will be the rates of physical aggression and violent acts.

Morris Janowitz, "Institution Building in Urban Education," argues for more resources to youth in high schools in low income communities, as well as for a strategy of intervention with the oldest school-age groups. He states that the fourteen to eighteen year old males have the greatest impact on the moral and social climate of the school and are the opinion leaders in the slum youth culture. This group represents the highest priority if comprehensive change is to be effected (1969:41).

The findings of the National Institute of Education study, "Violent Schools--Safe Schools" are that administrators can make the difference in teacher and student morale. Administrators can change schools to become more responsive to the needs of faculty and students. We have been imbued with the concept that in order to improve our institutions, we should have a change in personnel. This concept is not necessarily true. We can communicate and reason together to take action to improve our institutions to become relevant and responsive to the needs of our youth. Employees are evaluated and criticized by their administrators. If we want to improve our institutions, we must have evaluation and constructive criticism both ways. Employees should have the opportunity to constructively evaluate administrators to result in improved morale, school climate, academic achievement, and organizational structure.

In our schools and communities, there are many outstanding programs which need to be replicated to improve school and community climate and the learning environment of youth. Referral, time-out rooms or drop-in centers have assisted in improving the learning environment for students and educators. Outstanding programs in school districts should be shared with other administrators to implement in their schools.

Many schools in our inner cities have grounds that look like prison compounds. All schools should have park-like grounds. The physical environment of our educational institutions does make the difference in the social and educational experiences of youth.

The climate of our schools and communities can be changed from indifference, alienation, and hostility to a climate of interested involvement and social interaction. As Nevada Supreme Court Justice Charles Springer proposes, "Socialize and Civilize."

At the conclusion of the National Symposium, a gentleman asked, "Who will take the responsibility for change?" Who will take the responsibility? We collectively have to take responsibility to improve our schools, our communities to meet the needs of youth. If each of us, in our own life sphere, can be a catalyst toward action to involve youth in activities, governance, and school-community jobs, we can contribute toward a better quality of life for all citizens. Let's succeed together!

WELCOMING ADDRESS
Governor Robert List
State of Nevada

I would like to take this opportunity to welcome you to Nevada and to the First National Symposium on Youth Violence. You will be here for the next three days because of a deep concern about the amount of violence in our society. You will have an opportunity to hear and participate with many well-known authorities who will direct your efforts at solving problems aimed toward decreasing the level of violence. Much of what you will do during the symposium will impact future decisions about the utilization of resources to reduce the amount of violence in our society. We can learn from each other, and others from around the country who have implemented programs in schools, community groups, civic organizations and public institutions.

Nevada has seen its share of increased criminal activity by youth. We have had increased commitments to our Juvenile Institutions; increases in youth referred to probation and parole departments and an increase in the number of youth arrested by our police departments. Recent studies show us that almost one-half of all crimes committed in the U.S. are committed by youth aged ten through seventeen. Since 1960 juvenile crime in the United States has risen twice as fast as that of adults. In San Francisco, youth seventeen years old and under are arrested for 57% of all felonies against people (homicide, assault, etc.) and 66% of all crimes against property. During 1976, Chicago had one-third of all its murders committed by people aged twenty or younger.

We are fortunate in this state not to be competitive with those kinds of statistics, but we do have room for improvement. There are many positive steps that can be taken by all of us to assist our youth in better utilization of their energies. We are fortunate to have resources such as the National Council of Juvenile and Family Court Judges, here in Reno to train our Juvenile Judges and Court personnel. Nevada has strived to keep pace with the increased demands being placed upon us due to rapid population growth. All of our local probation departments have implemented programs to deal with the troubled youth they come in contact with. Our educational system has also realized the need to provide additional support mechanisms to work with youth. Many local organizations have been developed to support the myriad of problems that face our youth.

The State's Division of Youth Services has coordinated a statewide restitution program for juveniles operating in each of the nine judicial districts of the State. There have been 423 youth in the project since it started in June of 1979. These youth are on probation, have suspended commitments to one of our juvenile institutions, and have committed a serious personal and/or property crime.

To date they have returned over $43,000.00 in cash to their victims and close to 1,000 hours of community service work. Additionally, 94% of these youth have had no subsequent contact with authorities after leaving

the restitution project.

Many programs are being carried out in large and small agencies that help to curb the incidence of youthful violence in our state. I urge you to make the most of the resources that will be available to you during this conference, and pledge to you whatever support I can offer in helping you deal with this issue.

Robert Cashell
Chairman, Board of Regents, University of Nevada System

(The following summary is paraphrased and based on the tape of the presentation.)

It is a real pleasure to welcome you to the State of Nevada and to the City of Reno, We are very happy that you are here. We know that the juvenile problem is a nationwide problem, and it is heartwarming to see that you have come from all over the United States to work on this problem. If there is anything that we at the University can do to help you, feel free to call on us. Welcome to Nevada.

GREETINGS
Attorney General Richard Bryan
State of Nevada

(The following summary is paraphrased and based on the tape of the presentation.)

We are part of an increasingly violent society. In my own professional career I had the occasion to serve as a Counsel to the juvenile court system. Twelve years ago, I saw young people participating in violent criminal activities. I was told at that time, that if we were not successful in examining the root causes of those difficulties, the patterns of activities would be repeated. We attempt to resolve a great many problems through the legislature. The challenge is substantial. Many problems facing our society require new approaches. The challenge is even greater, because, as a society, we have many budget constraints. I am most hopeful and most anxious that, as a product of this symposium, you will provide answers to some problems.

YOUTH VIOLENCE - FEDERAL AND STATE SUPPORT SYSTEMS TO DECREASE VIOLENCE

Javetta Richardson
Coordinator of the National Education Association
School Violence Program

(The following summary is paraphrased and based on the tape of the presentation.)

I am very pleased to be here with you and to bring you greetings from Willard McGuire, President of the National Education Association, who is in Israel where he has been invited to address the opening session of the International Teachers Conference to Combat Racism, Anti-Semitism and the Violation of Human Rights. The purpose of this event is to focus on the role of the teacher in combatting racism and discrimination, the nature of the problem, how it affects learning, and the obstacle that human rights violations present to the pursuit of world peace in which education is a key factor. This National meeting in Reno and the Worldwide meeting in Tel Aviv have much in common. They are both concerned with violence. They are both concerned with the cause, the containment and the prevention of violence. Both meetings will explore the assumption that teachers are or perhaps can become central to the solution of the problem of violence.

Clearly youth violence has become a universal problem. In-school violence affects directly and indirectly everyone involved in that institution. Violence has a limiting affect on the total human climate of a school, on the human acts of teaching and learning. Fear limits learning and danger is dehumanizing. Teachers can't teach in an atmosphere where there is little support from school administrators. Students can't learn when there is a fear of extortion, gang warfare, drugs, and racial tension. Students who attend schools that are plagued with violence are suffering academically. Social and economic problems that students have outside the classrooms are brought into the classroom. If we can solve some of those human problems, I think that educators can solve some of the problems of learning.

James Baldwin, wrote this statement that appeared in the Nation Magazine, "The children are always right, every single one of them, all over the globe, and I am beginning to suspect that whoever is incapable of recognizing this may be incapable of morality or I am saying in other words that we, the elders, are the only models children have. What we see in the children is what they have seen in us or more accurately, perhaps, what they see in us."

Public faith in public schools is increasing, according to the latest annual National Gallup Poll. For the first time in seven years, the proportion of adults who think public schools are doing a better than average job has increased. We now find more citizens confident in public schools despite unfunded expectations, conflicting pressures from special interest groups, increasing on the job emotional stress. Classroom teachers are united in an organized effort to improve the quality

of education.

A major goal of the NEA is to equalize the quality of education for all children. NEA's policy is very clear. The Federal share of the cost of public education must be at least 1/3. Secondly, federal funds must be allocated without federal control for expenditures. NEA has a long, vigorous, and effective record of working with Congress, not only for specific efforts to deal with youth violence, but for a wide range of legislation aimed at equalizing educational opportunities and improving the quality of instruction. The Juvenile Justice and Delinquency Prevention Act of 1974 sponsored by Senator Birch Bayh of Indiana is now up for reauthorization in the Congress. The legislation has passed the Senate. Right now it appears that it will await final action by the ninety seventh Congress next year. For teachers a very serious aspect of this legislation has to do with adequate support and control for the rehabilitation of youthful offenders in schools.

The NEA supported the Juvenile Justice Act and its effects are being monitored in the field by our affiliate organizations. This year NEA has begun a monitoring effort to collect information on State programs dealing with school violence. Our state monitoring project will collect and analyze state codes, regulations. It is the interpretation of those laws and codes from school building to school building that seems to create problems.

School violence is not limited to youngsters who are poor, oppressed, or members of any minority group. Violent behavior in schools has become a phenomenal outrage in every community regardless of social class, economic position, ethnic mix or geographic location. Is television a primary reason for youth violence in the school, at home, and elsewhere? Although there is something less than agreement over the evidence that depiction of violence teaches children violent behavior, several major studies point to the causal relationship. Over the past decade NEA has been actively involved in this particular sector of the violence spectrum. We have and continue to work with the TV networks, with parent groups, and with the Congress. Our participation in the Reno Conference is but one example of the NEA's continuing concern and willingness to work shoulder to shoulder with others whenever we can to counter school violence and, in the process, improve the quality of education.

Perhaps the strongest causal relationship to youth violence is the adult world. Social change has changed the schools. Our schools now serve a society in which the majority of students come from homes where both parents or the only parent work during the day. The typical American pre-schooler spends at least 50 hours a week watching TV--much more time than a meaningful contact with either parent. Obviously society is mirrored in the schools. The larger truth seems to be that the American family has joined the list of institutions that are no longer able to fulfill their traditional role in the lives of some of our young people. As a result the school not by consent, not by decision, but by default, has become the only institution that provides for orderly socialization and maturation. We as teachers have become more sensitive to the needs of some of our students. Teachers have become society's last alternative to abandoning its heirs to the streets. At great physical and

psychic cost to themselves, teachers have become the buffer to an adult world that often fears its own children.

One of the programs I coordinate at NEA is the School Violence Grant Program where more than $156,000 have been given to local and State affiliates across the country to reduce or eliminate violence. There have been several grants that deal with networking, interpersonal skills, stress. Another important aspect of the program is the sharing of good ideas and good practices with our memberships. We continue to develop weekly programs with teachers dealing with school violence and school climate, increasing kinds of support systems that teachers have for each other, discipline, with discipline policies and codes, and working with community agencies. Most of the Federal programs that now address the issue of youth violence come under the Juvenile Justice Department. I am very happy to be a part of the National School Resource Network with Jim Dahl, Executive Director. The Network received a grant from the LEAA. The project has reached out to more than 30 states across the country---working with administrators, community leaders, elected officials, teachers, community workers, parents, and students to address some of the issues of school violence.

The National Institute of Education in Washington, D.C. has individual programs of interest to school violence. Grants are available through NIE to address the research issues to provide research information in school violence and youth disorders. All of the States have programs that deal with juvenile justice programs that address youth violence. Organizations in Washington have outreach programs that reach into the community to assist in solving of problems that relate to school violence.

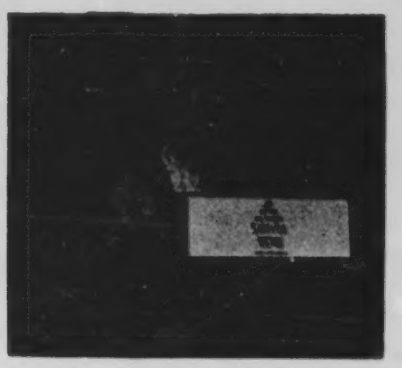
I would like to share areas that need special attention. First is networking in the community. Youth violence is a problem for all of us to address. Parents must become more attentive to the needs both emotionally and physically of their children. Churches must once again open their doors to the problems of the community. Teachers must become sensitive to what is happening to our students. They must enhance their interpersonal skills. We have to think of alternatives to suspension. Students are pushed out, kicked out, and there is no place for them to go. As a result they act out in the community. Those of us who work in the schools have to structure activities and organizations where students begin to have input into the implementation of some of the policies. I urge school administrators to take a look at the facility. I urge them to take a look at the school climate and what that does to the learning process. We do have to look at community involvement. If we are to network with community agencies, it has to be in a meaningful way. Colleges have to rethink the courses that teachers are taking to prepare them with the real teaching world.

I would like to share with you a poem by Mary McLeod Bethune:

I leave you love. I leave you hope.
I leave you the challenge of developing confidence in one another.
I leave you a thrust for education.
I leave you a racial dignity.

I leave you the ability to live harmoniously with each other.
And finally, I leave you a responsibility to our youth.

As I close, let me beg you to look for solutions together and not be part of the problem. It will take all of us to solve the violence in our schools and the violence that exists in the community.



YOUTH PARTICIPATION AS A PREVENTIVE MEASURE FOR VIOLENCE ON THE PART OF YOUTH

Mary Conway Kohler
Board Chairperson, National Commission on Resources for Youth, Inc.
New York, New York

(The following summary is paraphrased and based on the tape of the presentation.)

I haven't time for consideration of violence in the way that most people have. I just haven't time enough left. I am 77 and what has to be changed for young people where I am going to make the contribution has to happen very soon. I think people who resort to violence are unhappy people. My knowledge of them through the courts was that they were also unloved people, uncared for people, people who were struggling for some place in the scheme of things, and they found no other way.

I could give you one case history after another about the beautiful things that teenagers are doing to change the world under youth participation programs. First of all as adults in this country, we start with the prejudice against adolescents. We have to face up to the fact that there isn't any place for young people in our communities, where they get the satisfaction of feeling that they are needed, that they are wanted, and that they can do something. When given that kind of an opportunity, you see the toughest of these kids change. Through a youth teaching youth project, this tough guy became the tutor of a younger child. First of all, he had to learn something about the needs of that child, and then he was so looked up to that he couldn't think of doing anything that would discredit him with that child. If we can get youth participation, youth caring for someone else, youth having the decision-making, youth performing action that betters the world, betters that other person, youth carrying the responsibility, they are making a difference.

There was a young tiny shaver who was running a printing press in this adult prison in New York on Rikers Island. I began to question him about why he was there, and he said, "I was convicted."

I asked, "About how long are you going to be here?"

He answered, "That's the trouble. They are going to parole me." He had been in prison from the time he was a very young child, and he was perfectly happy at Rikers Island.

I said, "Why? You don't want to leave this place, and they are getting ready to get you a job outside."

He looked at me with great contempt, and said, "Get a job outside like this. How can you ask? But for me this wouldn't work."

Now that quality, that particular characteristic is very seldom offered in an ordinary teaching, learning situation in the schoolroom. It is very seldom offered even in employment in less responsible type of work. It illustrated how strong the drive can be in adolescence to feel you can make the difference.

There is a pride that comes to a kid who is helping another child learn to talk or a disabled child learn to walk with his crutches. Now there are hundreds of youth participation programs. We said to the teachers, "The youngsters might be able to help you. It would be wiser if you would not say to John, 14, 'Sammy is your tutee. Today you have him read from page 1 to 10 or teach him his alphabet.' It would be better if you would say, 'He is your responsibility. He's having a little trouble reading. Maybe you could find out how to help him.'" I remember the first summer we tried it in Harlem and South Bronx in New York. Those tutors stayed up half the night inventing games to teach these children reading, arithmetic or grammar. I remember the day of the riots in Newark. Every tutor and every tutee came.

I can take you to hospitals where kids are serving the elderly. We also have assignments where adolescent kids, many of them acting out kids, take other kids on trips. We have over 2,600 case studies. A group youth participation program meets a genuine need with the kid having the responsibility, making decisions with the advice of the teacher. There is a collegial relationship with teachers that lets the kids be perfectly frank when they meet with colleagues of their own age group and the teacher in talking through what happened. They learn by experience.

In Minneapolis, St. Paul System, the kids with the advice of experts, have done a Minneapolis Youth Poll. I visited a junior high school social studies class who were taking care of an old people's home across the street. They had a beautiful relationship with the older residents. The older people were telling the children about older times. The kids were keeping diaries. Problems have been completely thought through by the kids like cleaning up streets, having puppet shows. Youth are a most valuable resource. Youth are untapped.

This passage comes from Saint John who lived in 1530. It is his practical rules for teachers:

> "Speak little and punish rarely. Win the children by manners contrary to which they have been accustomed to in the past. It is best to treat the rudest of these poor children with the finest of consideration and the greatest of delicacy. Spare them anything which would excite them to impatience or disheartenment. One offensive word contemptuous or humiliating term reproaching a child for defects that she cannot correct, is demoralizing. Proud persons have a great repugnance for asking pardon. It is often better not to oblige than to do so. The slightest show of contempt drives such a person to revolt. Public reprimands are generally unprofitable. These children are more easily touched by being shown that their faults render their good qualities useless. Authority is a certain air, a certain ascendency which commands respect. It is neither age nor stature nor tone of voice but a character of mind, always self-possessed, guided by reason, never acting by caprice of passion. Do not expose yourself to be disobeyed or treated with disrespect. Observe your children. Learn from each of them. Each class as well as each individual has a peculiar character which should be observed and studied. Give the children praise when you can. The fewer restraints placed upon the children the more effectual they will be."

Peer counseling can be the answer to all kinds of things. Rap rooms are completely run by kids with complete confidence. I have seen miracles as a result of what kids can do for each other. The most beautiful program on the outskirts of Boston is where the handicapped kids are cleaning the desks caused by the vandalism of the kids who have no handicap. That so shamed them! This program was thought up by the kids. These kids are bundled up in troubles that they bring to school every day--- the kind of troubles that most of us have never had to face. It is almost natural that they have to burst out. I don't think you are thinking enough of this, you people who are worrying about violence. I think you are attacking it intellectually and not half enough emotionally.

Anyone who has a group of children, any school, any teacher, any school district who want to try the youth participation route, can have help in doing it. Sign up for the newsletter -- National Commission on Resource for Youth, Inc., 151 East 80th Street, New York, NY 10021.

THE JUSTICE MODEL AND SCHOOL CRIME PREVENTION

James J. Dahl
Administrator, National School Resource Network

A major approach of the National School Resource Network, on Office of Juvenile Justice and Delinquency Prevention project of the US Department of Justice, has been to reduce school violence and vandalism through prevention. This strategy pervades our technical assistance intervention curriculum design, and general training approach.

The core of this aoproach is a philosophical reflection on the very mission of the school as a social institution that must serve to demonstrate moral problem solving behavior to its students and the community. The user of any prevention technique--corrective, instructional, mechanical, or redefinitional-must insure that it promotes the process, fairness and consistency of discipline and a positive school environment.

This concept has been called "the school as a model of justice," and its principles are important to any attempt at intervention to reduce school violence.

The school has an important social role in shaping attitudes towards interpersonal conduct and human relations. Regardless of the theory of violence production--be it psychological of sociological--the school remains an institution that we require students to attend, and expect them to benefit from. Therefore, the role and structure of that institution must be considered in the formation of attitudes towards violence.

The goals of a violence prevention strategy are the first choices, ethically laden, that must be made in a program intervention. The principle of "justice as fairness" should be a first consideration in formulating program policies and procedures. Student competence is an assumption that flows from this, and is a programmatically productive value assumption as well.

Student participation, student self-government, due process, and equity of application create a school climate lower in violence and vandalism, and higher in democratic value than other possible designs. The implications for school programs are exemplified in a number of existing programs throughout the country.

The National School Resource Network continues to offer technical assistance to schools nationwide within this framework, including information, program development, training, and on-site consultation to aid in the reduction of violence and vandalism.

EDUCATIONAL INNOVATION FOR THE PREVENTION AND TREATMENT OF DELINQUENCY

Martin Gold Ph. D.
Institute for Social Research, The University of Michigan

Social scientists at the University of Michigan Institute for Social Research are testing a model of alternative education for heavily delinquent and disruptive adolsecents.

There is very little practical experience to go on. For, despite the innumerable programs implemented to prevent and, more often, treat delinquency, rarely have programs been thoroughly documented or credibly evaluated. However, a few have been carefully studied and found to be effective in reducing delinquency. And while these programs seem quite different from one another, they may share common essential ingredients that all effective programs will require. These essentials are also likely clues to the causes of delinquency, and so theories of delinquency may be tested by studying action programs.

The model of alternative education being tested is based on the theory that most delinquent behavior is a public performance before that appreciative peer audience which shares a delinquent sub-culture. The primary purpose of the delinquent performance is to repair and protect the more delinquent adolescent's self-esteem.

One major reason for adolescents' low self-esteem is failure in school. It follows that efforts to reduce delinquency might well address the problem at one of its roots; the scholastic experiences of adolescents. A certain model of alternative education ("alternative education" takes many forms) seems promising. The model specifies two essential ingredients. The first is that students experience a substantial proportion of success. This further suggests that such programs, designed as they are for students who have up to now been failing badly, should be geared to the students' current levels of competence. Most important, evaluation of students should also be individualized, so that feedback to students focuses on their own progress, rather than on population norms for their age or class level.

The second essential ingredient is that students experience an unusual amount of social support from their teachers. It is assumed that their history of scholastic failure and conflicts with teachers and administrators have made delinquent, disruptive children fearful of schooling and deeply pessimistic about their chances. In order for an alternative program to catch and hold these students, psychologically and physically, and to work effectively with them, the model program immediately must demonstrate that it is different from conventional schooling, and it must sustain this special image throughout. Teachers should demonstrate a higher level of warmth and personal concern than teachers in conventional programs usually do and, probably, ought to do.

The major results so far indicate that students identify the major differences between these alternative programs and the conventional programs

from which they came not initially as a difference in the warmth of their teachers, but in terms of greater flexibility, fairness, and student participation in determining rules and procedures. For some students, but not all, this perception convinces them that they can be successful students in this setting, and they clearly become happier with school and work harder. Along with this comes a markedly more positive feeling about their teachers. One outcome is significant reductions in disruptive behavior at school, not only in the alternative program, but also later in the conventional schools to which many of the students return. And if disruption of school declines, then we also find a reduction in delinquent behavior in the community.

There are many facets to the model that this initial test has not clarified as yet. One is whether and how the students' global self-esteem changes, aside from positive change in their evaluation of themselves specifically as students. The other is whether the changes in behavior, in school and in the community, endure, disappear, or perhaps amplify as the alternative school experience recedes into the past.

At the present time, we make no dramatic claims for this model of alternative education. We are convinced by our initial study that the model remains promising and that the specific programs that we studied made some difference. We believe that even more effective programs can be designed on the basis of the proposed model. We do not know nearly as well as we want to what important psychodynamic processes are involved in the change process and how much the persistence and broadening of changes depends on these psychodynamics. We believe that the program is appropriate for most delinquent and disruptive youth, but our evidence shows that these specific programs at least were not effective with all their students. Out of this evidence and evidence from elsewhere, and from our theoretical framework, we are developing a typology of heavily delinquent youth that would suggest differential treatment.

The work obviously remains highly experimental and should go forward in an experimental spirit. It is not timely to get on a bandwagon for alternative education, not for the treatment and prevention of delinquency, and certainly not for a general revolution in education.

COMMUNITY-BUILDING AS A PREVENTATIVE

Robert Edmondson
Education Consultant, Nevada Department of Education

In the broadest sense, the most successful programs to prevent and cure the problems of youth violence are the ones which build a sense of community. Community-building implies the participation of all sectors, all ages, and all types of people. Community-building counters the social pressures towards isolation, frustration and ennui.

When individuals care about their community and have an investment in its success, they are less inclined to violate its mores and laws. They are also more inclined to demand of their peers that they do not violate these codes.

This approach is used with considerable success with the "Positive group interaction" programs for delinquent youth. These programs cause the youth. These programs cause the youth to "Buy into" the "establishments" codes and to enforce these codes with their peers.

The success of this approach is seen with non-delinquents in anti-vandalism programs initiated and maintained by students with the assistance of school administration and teachers as well as private citizens and parents.

The approach is applicable to communities of whatever size and nature. The essence of it is in the real participation of its members who exercise power in implementation and change.

Community-building will help to prevent youth violence as all of us exercise our rights and obligations visibly to the young people who will one day be in charge of our corporations, universities and governments. We must demand excellence and non-violence of ourselves.

In Haley's book Roots we read how the youth in Africa were brought into the culture. There was an official rite of passage which was performed by certain members of the community who were highly trained in transmitting the vital aspects of the culture. As community-builders we need to make certain that the specialists training the young are the very best and have the best knowledge and skills we can impart to them. We need to support their efforts in every way possible.

The excitement and vitality of adult life does not come from endless self-indulgent roller-coaster rides; it comes from using our talents and experiencing the joys of learning. We need to share that potential with the youth in all that we do.

Challenging today's young people to involve themselves in the real world of decision-making, the use of authority, and the building of communities will diminish the violence that tells us they are alienated.

LAW-IN-ACTION PROJECT
FILM: "THE KEY IS IN YOUR POCKET"

John H. Gilman, Jr.
Juvenile Court Master, Fifth Judicial District Juvenile Court
Tonopah, Nevada

For many years, a wedge has been pounded to divide our citizens from our established legal system. For many more years, our courts and judicial process have been considered an alien force that comes into play only to punish or deprive someone of their freedom. In this state, as in many others, there has been little or no effort to counter the adverse effects of this wedge.

In many areas we find that the police officer, the judge, the entire system is the enemy. I feel that the reason for this is lack of knowledge and understanding on the part of citizens.

This "Law-In-Action Project" was conceived as a method to take what is to many students a normally colorless subject, law, and make it one that is exciting and interesting.

This past year's text was purchased from the National College of Juvenile Justice, (1) "Juvenile Law and Procedure", (2) Glossary of Selected Terms for Juvenile Justice Personnel," plus a movie script written by the Fifth Judicial District Judge and his Juvenile Division Court Staff. The classroom instructors were the District Court Judge, Court Clerk, Court Recorder, Bailiff, Police, Public Defender, Probation Officer, and the Assistant District Attorney. Each of these people went into the classroom, explaining to the students and teachers exactly what their job is, how they feel about it. The question and answer sessions were informative and enlightening for instructors and students.

The students were tested prior to the initiation of this project, on their knowledge of the juvenile justice system, the results of which were very poor. At the completion of this learning experience, again a test was given and even the poor students finished well.

The motivation and dedication on the part of the students and faculty were impressive. The children, teachers, and court personnel worked long, hard hours, on their own time, in the courtroom to complete the final segment of this learning experience, which you are about to witness. As you view this movie I'm aware that you will not be enthralled by an action-packed thriller, but I expect you can see the meaning of "Action Learning".

It is our intent, with this on-going program, to dislodge the wedge of misinformation and create a bond of understanding.

We believe that through educational programs that make our citizens aware of how and why our system of justice functions, antagonism, resentment, and lack of confidence toward our judicial process will fade.

SCHOOLING AND DELINQUENCY: SOME PRACTICAL IDEAS FOR EDUCATORS, PARENTS, PROGRAM DEVELOPMENT, AND RESEARCHERS

Gary D. Gottfredson, Ph. D.
Program Director, Delinquency and School Environments
Project Director, Career Processes
Assistant Professor of Psychology and of Social Relations
Johns Hopkins University, Center for Social Organization of Schools
Baltimore, Maryland

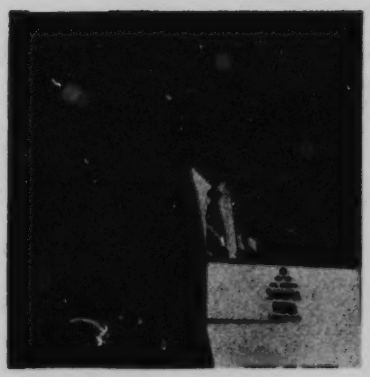
A shift from an emphasis on reacting to delinquent behavior after it has occurred to an interest in the primary prevention of delinquency is now apparent among judges, the police, educators, the Office of Juvenile Justice and Delinquency Prevention, and Congress. Delinquency theory and the practical experience of educators and justice system administrators imply that schooling as currently organized often fails to prevent delinquency. Consequently, describing the ways schooling can be made more effective as a delinquency prevention tool is important.

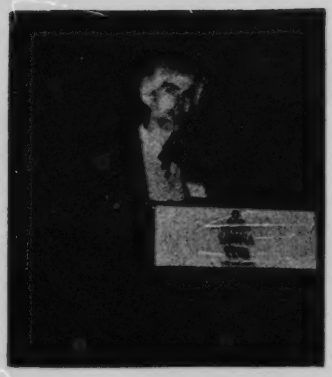
The actions schools and communities can take--actions which hold promise of being feasible and effective--are summarized. Schools often provide meaningful rewards only to some students, and those youth who find school unrewarding are at high risk of becoming involved in delinquency. Schools sometimes lack an appropriate range of responses to student behavior, and they thus often fail to provide an environment that prevents delinquency. School disciplinary practices vary in the extent to which they are fairly and firmly administered, and rules vary in their clarity. By improving school governance and administrative practices, schools may help reduce delinquency. Finally, in coping with diverse kinds of students, schools sometimes fail to give all students a realistic stake in conformity. They can provide experiences that increase stakes in conformity.

Schools and communities differ in the effectiveness with which they are organized to prevent delinquency. Effective educational leadership and the collaboration of school and justice system personnel hold promise for preventing delinquency.

Developers of delinquency prevention programs, educational practitioners, community leaders, judges, legislators, and researchers share a common need for useful theories of delinquency. A useful theory is a guide to action--it can specify what steps are most promising to reduce delinquency and disruption. A useful theory is also a guide to research --it specifies important research questions and focuses research on practical problems. The theory presented here assumes that home and school experiences can be rewarding or unrewarding. Youth who are able to gain rewards at home and in school are not delinquent because they have a stake in conformity. They develop commitments to conventional educational and occupational goals and belief in conventional social rules, they participate in rewarding activities, and are bound by ties of affection to others who would disapprove of misconduct. School, community, and family influence the development of stakes in conformity by

the reinforcement properties of the environments they provide. Delinquency can be prevented by altering reward structures to develop stakes in conformity, and ties to parents, school, work, and nondelinquent peers. Creating change in the organization of schooling to prevent delinquency will require hard work. An action research strategy to develop delinquency prevention programs is discussed.





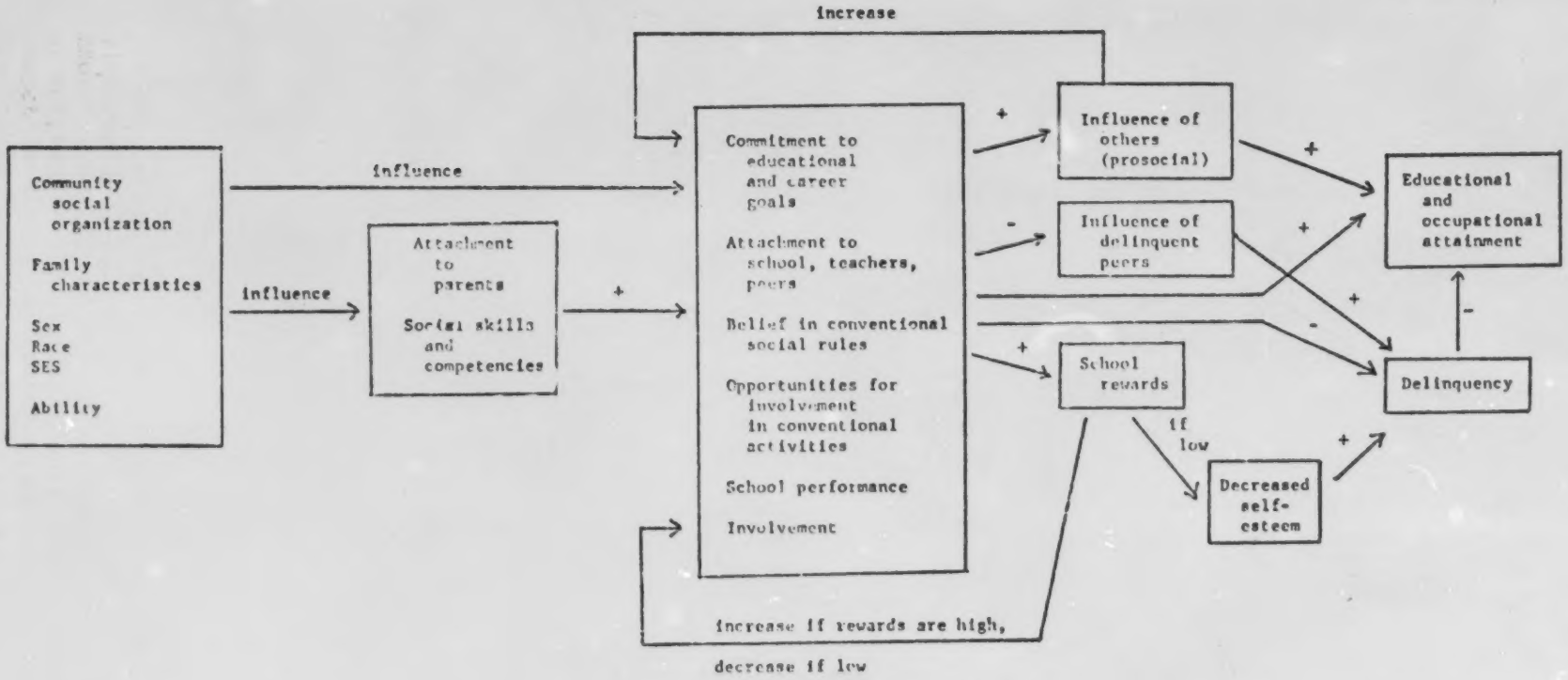


Figure 1. A theoretical scheme for explaining delinquency and career attainment focusing on school experiences.

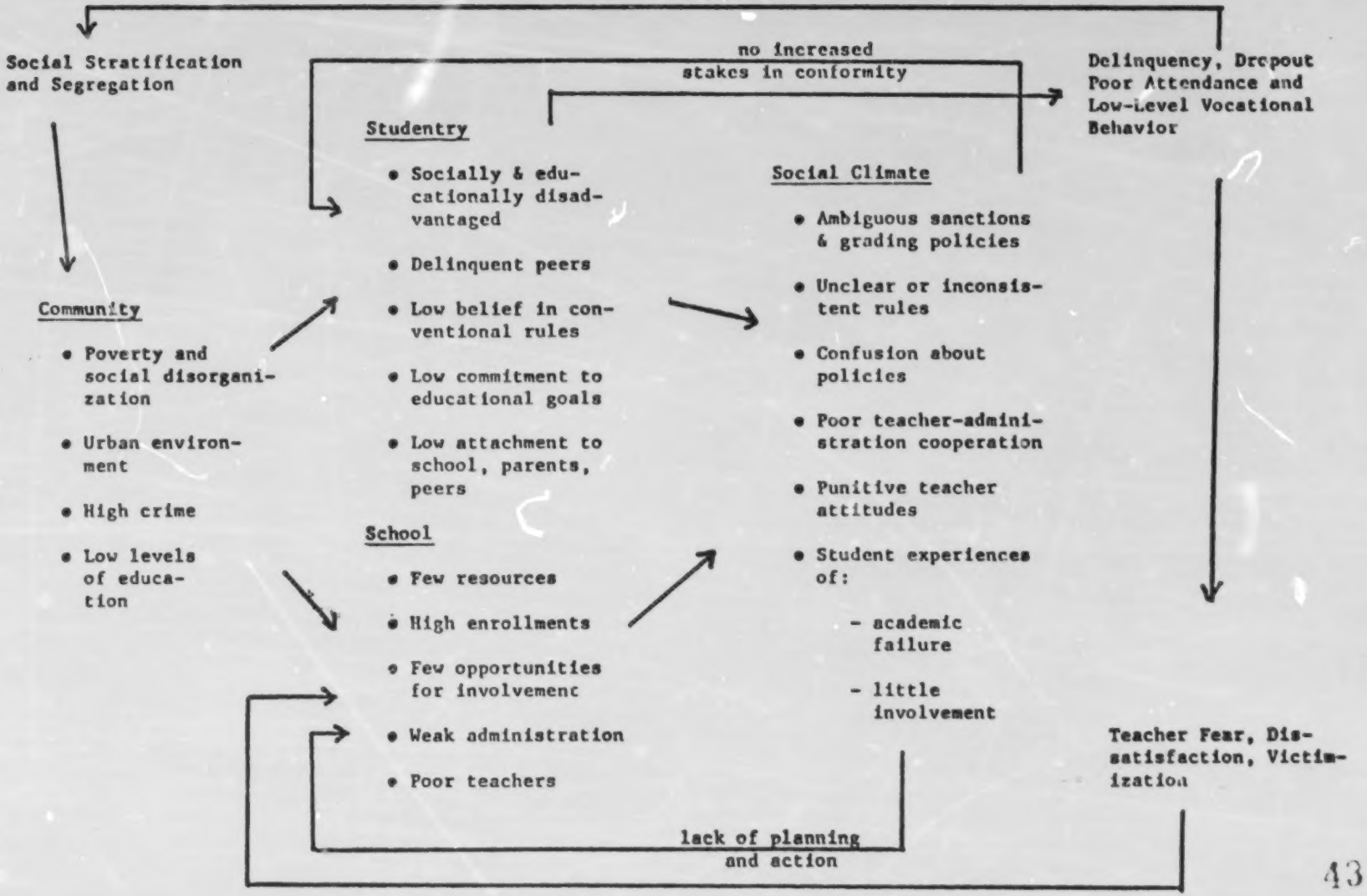

Social Stratification and Segregation
no increased stakes in conformity
Delinquency, Dropout Poor Attendance and Low-Level Vocational Behavior
Studentry
• Socially & educationally disadvantaged
• Delinquent peers
• Low belief in conventional rules
• Low commitment to educational goals
• Low attachment to school, parents, peers
Social Climate
• Ambiguous sanctions & grading policies
• Unclear or inconsistent rules
• Confusion about policies
• Poor teacher-administration cooperation
• Punitive teacher attitudes
• Student experiences of:
- academic failure
- little involvement
Community
• Poverty and social disorganization
• Urban environment
• High crime
• Low levels of education
School
• Few resources
• High enrollments
• Few opportunities for involvement
• Weak administration
• Poor teachers
Teacher Fear, Dissatisfaction, Victimization
lack of planning and action

Figure 2. An Ecological Model for the Failure of Controls in a School

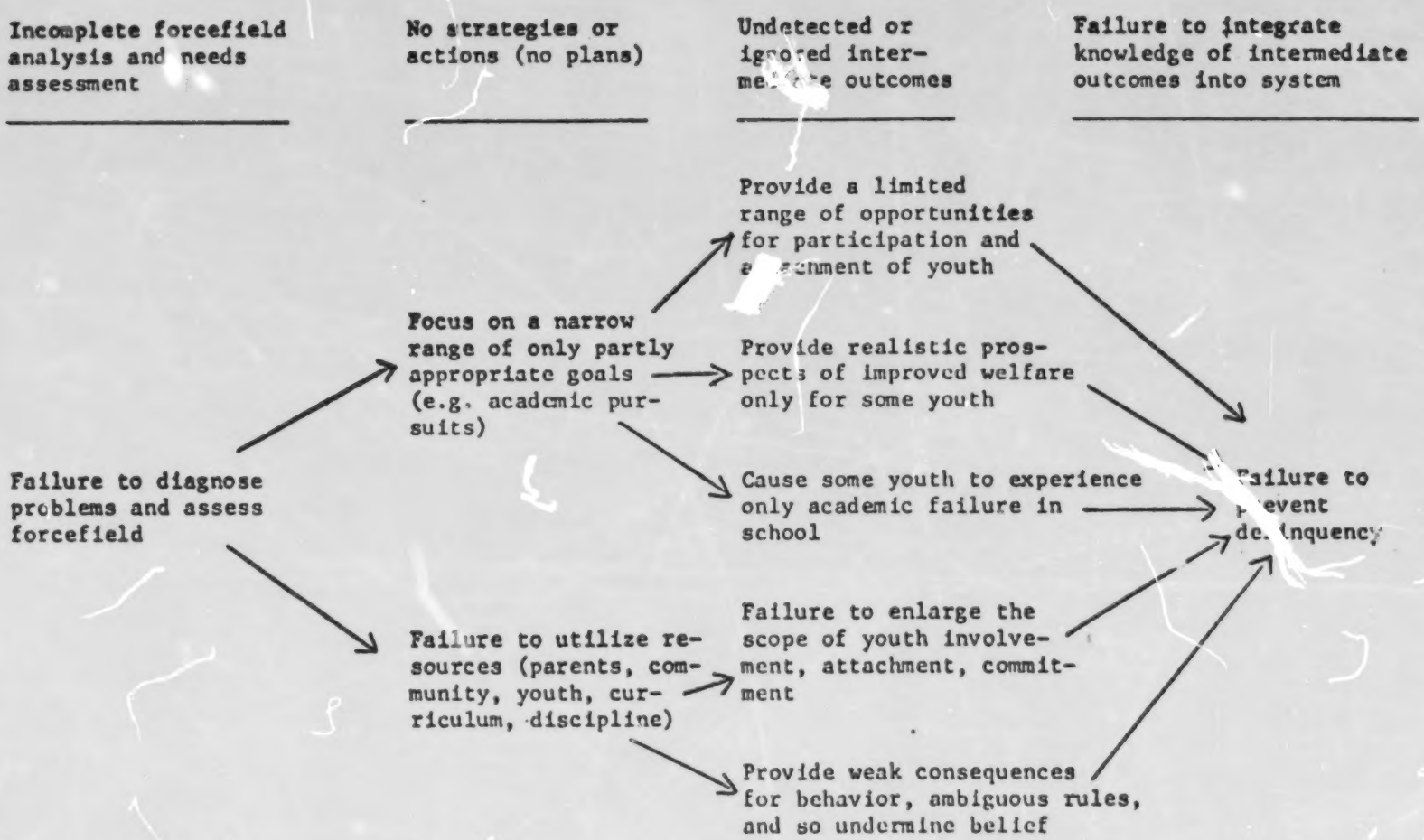

Incomplete forcefield analysis and needs assessment
No strategies or actions (no plans)
Undetected or ignored intermediate outcomes
Failure to integrate knowledge of intermediate outcomes into system
Failure to diagnose problems and assess forcefield
Focus on a narrow range of only partly appropriate goals (e.g. academic pursuits)
Failure to utilize resources (parents, community, youth, curriculum, discipline)
Provide a limited range of opportunities for participation and attachment of youth
Provide realistic prospects of improved welfare only for some youth
Cause some youth to experience only academic failure in school
Failure to enlarge the scope of youth involvement, attachment, commitment
Provide weak consequences for behavior, ambiguous rules, and so undermine belief
Failure to prevent delinquency

Figure 3. How a failure to assess organizational forcefields, forecast the consequences of current practices, and take action to create change in these practices may lead to an undesired organizational outcome

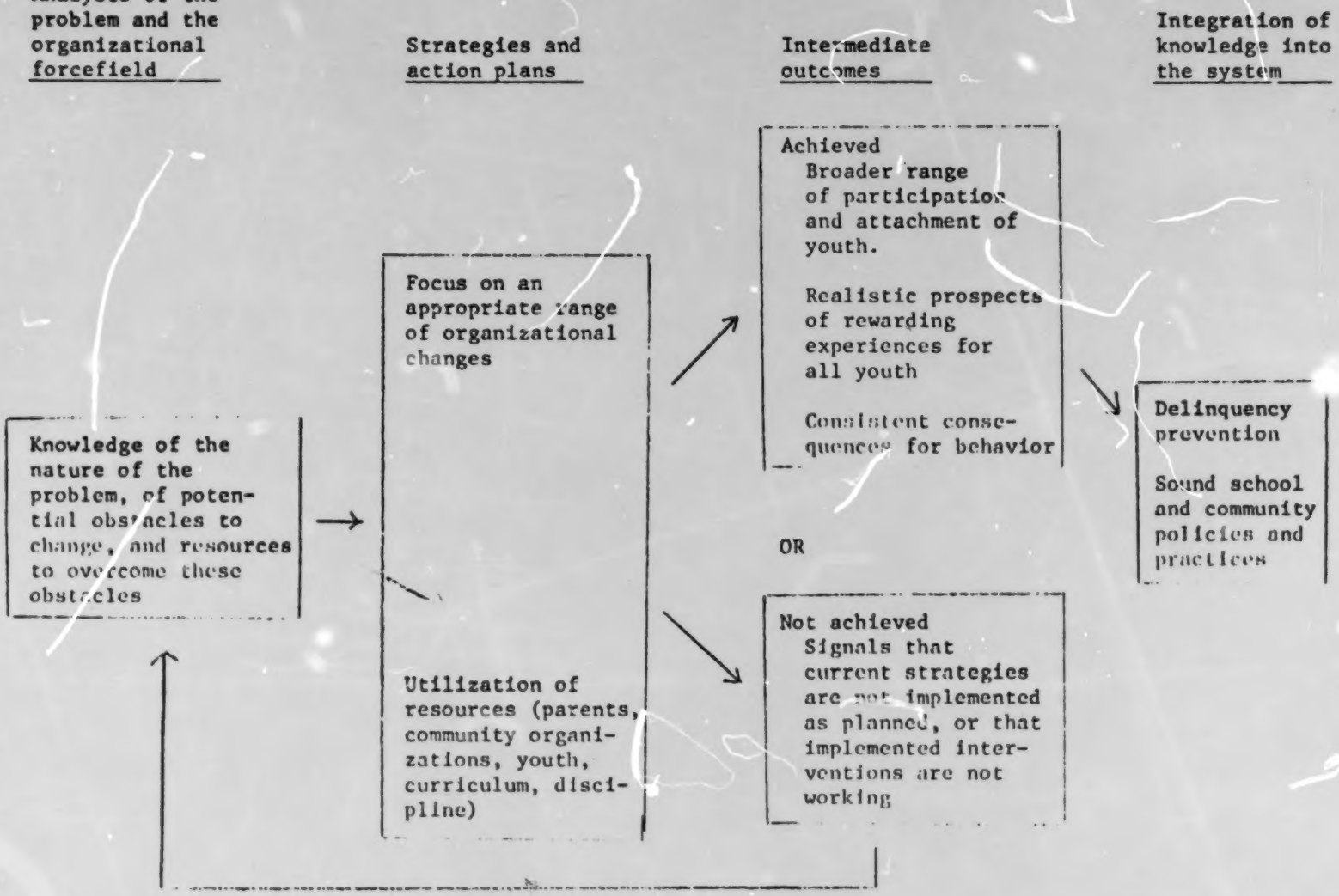

Analysis of the problem and the organizational forcefield
Strategies and action plans
Intermediate outcomes
Integration of knowledge into the system
Knowledge of the nature of the problem, of potential obstacles to change, and resources to overcome these obstacles
Focus on an appropriate range of organizational changes
Utilization of resources (parents, community organizations, youth, curriculum, discipline)
Achieved
Broader range of participation and attachment of youth.
Realistic prospects of rewarding experiences for all youth
Consistent consequences for behavior
OR
Not achieved
Signals that current strategies are not implemented as planned, or that implemented interventions are not working
Delinquency prevention
Sound school and community policies and practices

Figure 4. How an action research strategy may lead to desired organizational change.

REACTOR: PRESENTATION "ROLE OF SCHOOLING IN DELINQUENCY"

Nathaniel LaCour
Vice-President, American Federation of Teachers
President, United Teachers of New Orleans

(The following summary is paraphrased and based on the tape of the presentation.)

I agree with Dr. Gottfredson when he suggests that schools can implement administrative change in governance and operations, which improves student discipline. Many school districts and individual schools across the country are making serious efforts to review their operations with the goal in mind of providing a school climate that significantly reduces school misbehavior. In my own school district student misbehavior and actual student violence and vandalism resulted in the teachers union using the negotiation process to address this concern of the teachers. This particular negotiation has been used across the country. I am best prepared to talk about some of the features of my own contract.

In our negotiations in 1975, violence and acts of vandalism forced us to meet with our teachers to get some handle of what was the nature of the discipline problems. Key among these factors was the fact that many teachers indicated that the schools in which they taught lacked consistent rules and regulations dealing with student discipline problems. They often complained that school administrators, both at the school level and the central administrative office level, were failing to provide sufficient back-up support for teachers. They also complained that quite often the school activities were interrupted by outside intruders and the teachers were having great trouble attempting to reach parents in conferences.

The negotiation process in this particular school district was used to tackle some of the problems. Therefore, within the teachers' contract, provisions were made to provide faculty and student input into the development of rules. Once the rules were developed, there was widespread dissemination. The contract provision required the school district to mail to the parents of the 90,000 students, each year, a copy of the rules and regulations leading to suspension, expulsion and, also, the rules of conduct within our district. In addition to dissemination to the parents, students within the school received these regulations. The first week of school, each school had a parent-student assembly where the students, principal, and the staff discussed these rules and regulations. In addition, teachers are given released time to provide half a day to review the state of discipline in the particular school. First of all, students who misbehave tend to not experience success in school - low student achievement. It goes without saying that in our schools this stems from a number of facts associated with poverty. Students that come from families that are poverty-stricken face living in areas with crowded housing conditions that are not suitable for human habitation, where crime is high.

We cannot solve the problem of student delinquency unless we begin to look at poverty. We must look at unemployment and underemployment. We must look at housing patterns. We must break up the large ghetto areas of projects simply by changing population density.

Student discipline or misbehavior is not something that only takes place in inner city schools. It is also taking place, in increasing intensity, in the schools of the affluent, especially when we look at drugs. Nothing is done in our society to effectively combat the distribution of drugs. In the schools of the affluent, the students have more money to buy these drugs.

In addition to drugs, we also have problems stemming from political competition between our schools and federal programs. Not too long ago, at the federal and state level, we were not spending our taxes on transportation problems, on social programs. Government should be spending funds on all of these activities, but as the tax dollar is spent on these activities, the last several decades resulted in shifting the lines of the budget. In every state, education has been sacrificed. We attempt to persuade our legislators to appropriate sufficient funds for our schools.

There is a change in the population. We are becoming a country of elderly residents. That has political consequences. Persons who tend to support public education are those persons who have direct connections with it. Those individuals whose kids are now grown up and do not need the services of public education, on election issues such as raising revenues, tend not to support public education, and tend to reject tax issues to provide additional revenues.

In closing, if we want to successfully tackle the problem of delinquency in our schools, the solution of these problems is not in control of our schools, but in our schools and students doing their part to help solve the problem.

PRESENTATION OF NATIONAL YOUTH INVOLVEMENT PROGRAM AWARDS
"IS THERE A POSITIVE ANSWER TO YOUTH VIOLENCE?"

Alden Barber
Consultant, Hugh O'Brian Foundation
San Jose, California

Yes, there is a positive answer to youth violence and crime. It is programs that offer THE THREE C's --- challenge, a code of ethics and caring. These are the basic ingredients of successful programs which attract and hold the interest of young people. If young people are challenged in a positive way -- if there is excitment and high adventure in the program and if there is caring -- love, if you will -- on the part of the leaders and if the rules of the game are clear and easy to understand the program will out-rank violence and crime as an attraction to young people. There are many youth organizations and activities that can meet these criteria.

I happen to be a trustee of the Hugh O'Brian Youth Foundation. Hugh O'Brian is the star who portrayed Wyatt Earp on the famous TV series. In 1958 Hugh visited Dr. Albert Schweitzer at his clinic and hospital in Africa. Searching for more meaning in his life than fame and fortune, Hugh received this advice from Dr. Schweitzer: "If you would make a lasting contribution to your society, find a way to teach young people to think for themselves." Then said Dr. Schweitzer: "Identify a concept in which you believe -- <u>really</u> believe -- and provide the environment in which youth leaders can find the concept and make it their own." Hugh returned and chose the free enterprise system as the concept in which he believed and established the Hugh O'Brian Youth Foundation to create the environment.

With the cooperation of the National Association of Secondary School Principals, Hugh secured nominations of outstanding sophomore leaders from enough high schools so that an outstanding boy and girl could be selected from each state by a national committee of judges. These young people plus representatives from 10 foreign countries were brought together at Hugh's expense for one week to explore such subjects as: "Space -- what earthly use? -- The energy crisis -- is it real? --Government control of business -- how much?" Hugh invited to these seminars top leaders in business, government, science, labor, the military and education. Each presenter was given five minutes to introduce himself and tell what his company produced or what service his organization performed. The balance of the time in each seminar provided the young leaders with the opportunity to question the presenters on a one to one basis. Every young person comes free--the cost now financed by strong financial support from business and industry -- but Hugh makes one request: that each Ambassador write to him each year on his or her birthday until they are 30 and relate how they are moving toward their goals -- in other words to tell of their successes and their failures, how they are exercising their leadership abilities.

Perhaps the most exciting part of the Hugh O'Brian Youth Foundation

story is the fact that in 1977 it was decided to hold state seminars in five states. In the succeeding 3 years the program, sponsored primarily by the Jaycees, has expanded to 39 states. It will be in 46 states in 1981 with over 5,000 participants and all 50 states in 1982. Every nominee participates in a state seminar. Therefore the selection of the boy and girl from each state to attend the international seminar is a much more precise and personal process.

From another angle, let's explore how another organization uses challenge, caring and a code of ethics. The organization to which I gave 40 years of my life has probably the best known code of ethics in America today. It is known as the Scout Oath: "On my honor I will do my best to do my duty to God and my Country and to obey the scout law; to help other people at all times; to keep myself physically strong, mentally awake and morally straight." There is ample evidence that this code has had, and still does have, a profound effect on all those who took it and still pledge their commitment to it.

What about challenge -- what about adventure? It's different, depending on your background. When Cassie Russell was a member of the Illinois All Star High School Basketball Team in 1963 we recruited him as an Explorer Scout and he and his teammates agreed to help us recruit boys on the south side of Chicago. He and his friends would put on a basketball demonstration at a housing authority facility and would attract quite a crowd of young boys. Cassie and his teammates were very successful in the recruiting program in encouraging boys to join Scouting.

Today Scouting has to have an element of risk with safety to be attractive. At its high adventure bases, Scouts pit their skill in canoes against the white water of the Allagash in Northern Maine; their hiking skills against the rugged trails of Philmont in the Sangre De Christos in northern New Mexico and their stamina on the canoe trails of the Quetico in Canada.

There must be a challenge, high, pure and exhilarating and there must be an element of risk tempered by skill and knowledge. Can a Scout learn to explore the wonders of the underwater world and to climb the highest peaks, taxing the last ounce of his physical strength? Sure. These are the kinds of experiences that youth programs today must offer. Because we have not offered these exciting challenges, our young people in many cases have resorted to the artificial highs they find in drugs, violence and destruction.

We can increase the effective outreach to young people. It must start with a clear understanding of the problem. What prevents organizations from extending programs to reach out to minorities, the disadvantaged or merely to see that a program is attractively available to all youth? The answer: A lack of funds. A high percentage of the general public assumes that youth agencies and their activities are financed by the United Way -- the modern day successor to the Community Chest. While most agencies receive a United Way allocation and while the degree of support varies, the four hundred and twenty local councils of the Boy Scouts of America, for instance, receive less than 40% of their budget needs from the United Way. Staff and volunteers are required to conduct

extensive fund raising efforts to make up the difference, and this detracts from their real mission -- presenting challenging programs for young people. And the same situation exists for almost all youth agencies.

The fastest growing national youth program today is the 4H Club. It has not left the farm where it had its beginning, but it has moved with success into America's urban centers as well. While we do hear, now and then, about a major corporation giving a grant to support the program, most of us are unaware that 100% of the financial support for this fine organization comes from our tax dollars. In the budget of the Department of Agriculture a multi million dollar allocation for the 4H program is carried out at staff level by the county farm advisor and his staff, and supervised at state level by a staff, usually related to a state university.

I suggest that in order to find a positive answer to youth violence, we must analyze the youth programs being presented in each local area; be sure they meet the criteria of challenge, code of ethics, and caring, and then mobilize every segment of the community to convey the message:

> "If you are concerned about the cost of youth crime and violence, check the budgets of the youth agencies that do meet the criteria and urge that everyone increase his or her annual support by 50% and that the United Way take the lead."

CHARACTER FORMATION AND THE PHENOMENON OF VIOLENCE

Daniel C. Jordan, Ph. D.
Director of the International Center for Human Development
Chairperson, Department of Education, National University
Vista, California

(The following summary was prepared by Harry P. Massoth.)

In 1967, the American Academy of Arts and Sciences published the report of its Commission on the Year 2000. Concerning education, the report emphasized that our present day education system would have to be vastly expanded and overhauled--in fact, reconceptualized--if it was to meet the future needs of American youngsters. The report also commented on the alarming increases in violence throughout the U.S. and the world, and anticipated that this trend could continue for some time to come.

For the past 20 years, my colleagues and I have been laboring to organize human development knowledge from many disciplines into a coherent body of theory, which would be an efficient guide to comprehensive educational practices. Included in this work was an attempt to address the fundamental causes of human character disorders, including violence. Our efforts have produced a new educational model, the ANISA Model, which is organized around the cosmology of A. N. Whitehead.

The philosophy of the ANISA Model sets forth the propositions that evolution is the primary expression of creativity, that man is at the forefront of evolutionary development, and that there is no scientific justification for assuming a limitation on man's potentialities. Thus the purpose of education is to facilitate the actualization of human potential in constructive directions at an optimum rate. The way that the teacher approaches this goal is set forth in the ANISA theory of pedagogy.

The model specifies two basic types of potential--biological and psychological (which include five dimensions of development: psychomotor, perceptual, cognitive, affective, and volitional). Nutrition is viewed as the key factor in the actualization of biological potentialities, i.e. the translation of the genetic code into the living tissues that make up the body. Psychological potentialities are actualized through learning.

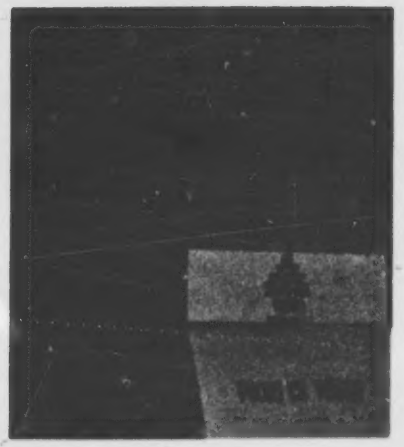
A person's character at any given time, consists of his/her actualized biological and psychological potentialities. Each actualized unit of potential is defined as a 'value'. Thus character formation is the process through which human potential is actualized through time and is a reflection of his/her total 'value system'. In the ANISA system value formation and character formation are viewed as mirror images of one another. Finally, the process of character development is ongoing throughout this life.

In our view, because every human being has an innate drive to become

his/her whole self, anything which supresses human potential can lead to character disorders. We have classified all disorders into two general categories: violence and withdrawl. The types of human pathologies are closely related to each individual's genetic and psychological makeup. Thus introverted people are more likely to withdrawl-type pathologies, whereas extroverted people are more inclined toward violence-type disorders. Individual biochemical types are also predisposed towards different kinds of disorders.

Importantly, this theory and the research supporting it tells us that you can't fit the punishment to the crime. Such a civil code can only result in gross social injustice. Rather, punishment, or better, rehabilitation, just like education, must be individualized, such that those things which become blocks to a person's potential can be removed. When this is done, frustration is circumvented and the character disorder can be corrected. In many cases, just a change of diet has led to tremendous changes in human behavior.

We feel that the ANISA Model of education has extraordinary possibilities for catalyzing an educational renaissance.



OPEN COMMUNICATION STRATEGIES TO DECREASE VIOLENCE

SESSION I: MEDIA: WINDOW ON HUMANITY
(Increasing Constructive Media Programming for Youth)
Facilitator: Eva Essa, Ph. D.
Assistant Professor, Child and Family Studies, School of Home Economics
University of Nevada-Reno

-Lee D. Hirshland, President and General Manager, KTVN Channel 2
-Donna Lloyd Kolkin, Ph. D., Director, Critical Television Viewing Skills Curriculum Project, Far West Laboratory
-Ed Pearce, News Director, KTVN Channel 2
-Howard Rosenburg, Professor of Art, University of Nevada-Reno
-YOUTH: Todd Mangiapia, Experienced-Based Career Education, Washoe High School

Media, television in particular, represent one influence of many on today's youth. Television is subject to and exists in the perception and interpretation of the viewer. The focus of much of the discussion in our two sessions revolved around the need for critical television watching. This task falls primarily on parents and educators. Some suggestions that came from the discussions include:

1. Promote adoption of "critical television viewing" curricula in the schools, beginning at the elementary school level.

2. Use television itself as a means of teaching "critical television viewing" skills.

3. Professionals involved with "Positive" youth programs can request that these be given "equal time" on TV to some of the negative youth acts that are often reported on the news.

4. Decision-making about television programming is made by the television industry, making it, in a sense, self-censoring. Since the TV industry is open to criticism but does not want censorship, it needs to be more open to and aware of other views, particularly those related to learning and education.

THE EFFECTS OF TELEVISION: WHOSE RESPONSIBILITY?

Eva L. Essa, Ph. D.
Assistant Professor, Child and Family Studies
School of Home Economics, University of Nevada-Reno

Few people would question the statement that television has a pervasive influence on contemporary society. Today's youth have seen thousands killed, beaten, threatened, abused. Could television be making our children violent? Is there a link between the increase in youth crime, violence, and vandalism and the increase in number of aggressive characters and programs on television?

Today's adolescents have, during their short lives, spent more time engaged in watching television than in any other single activity with the exception of sleep. And, annually the average number of hours children watch television increases. Other statistics tell us that violent acts on television have increased significantly over the years. And, most important, researchers have established some convincing cause-effect evidence linking youth violence and heavy viewing of television violence.

The problem of television's potential and actual impact on youth is a complex one. The solution to the problem is even more complex and lies in effort and cooperation of many groups. Responsibility for combatting TV's effects must be assumed by parents, by educators, by the television industry, by government, and by interested individuals and groups.

Parents' responsibility is assumed through limiting children's TV viewing, watching with children, and talking with them about shows. Educators can incorporate critical television viewing classes or discussions into the school curriculum. The television industry can become more responsive to children's and families' needs, using these, in addition to commercial considerations, as criteria. Legislators and government agencies must clarify their roles in relation to the television industry, setting regulations and guidelines that carefully consider the impact of TV on the millions of American children who are avid users of the medium. And finally, concerned organizations (for instance, the PTA and Action for Children's Television) and interested individuals can take responsibility by writing to the television industry to share concerns and solutions, lobbying for appropriate legislation and governmental decisions, and helping to make the public aware of the potential effects of television.

CRITICAL TELEVISION VIEWING SKILLS

Donna Lloyd Kolkin, Ph. D.
Director, Critical Television Viewing Skills Project
Far West Laboratory, San Francisco, California

Television is often considered one of the causes of violence in our society, particularly among young people. One way to counteract possible anti-social influences of television is to train students to become critical television viewers who are knowledgeable about television and its effects on their lives. Therefore, the U.S. Office of Education funded four Critical Television Viewing Skills projects to develop curriculum materials in this field and train parents, teachers and community educators in the use of the curriculum so that they may assist young people to become more thoughtful and selective users.

The Critical Television Viewing Skills Project at Far West Laboratory worked with public television station WGBH in Boston, MA to develop a high school student guide entitled INSIDE TELEVISION: A GUIDE TO CRITICAL VIEWING, an accompanying Teacher Guide and Family Guide to Television. In developing the materials, four critical viewing skills were identified:

1. The ability to manage and evaluate the role of television in one's daily life.
2. The ability to recognize the arguments employed on television and to counter-argue.
3. The ability to question the reality of television programs.
4. The ability to recognize the effects of television on one's own life and the lives of others.

The curriculum project relies heavily on developing basic skills and critical thinking skills at the same time it seeks to inform and stimulate high school students about TV. The learning strategies and outcomes of the high school level curriculum are considered, along with an overview of curricula for K-8 and post-secondary levels.

VIOLENCE AND THE AMERICAN MEDIA

Todd Mangiapia
Washoe High School Student

I think we all agree that violence in the media promotes violence in the society. Studies have shown us many clear cut examples of this. I think that something should be done about it.

The question is where does the responsibility lie? Many people feel that it should be the responsibility of the higher executive in the filming studios. Some people feel that it should be up to the editors and program directors in the local broadcasting stations. But there is a problem with that. Broadcasting stations thrive on business from manufacturers and other business people. These people want to promote

sales of their products by the use of commercial time. Therefore, the broadcasting stations have to come up with something that will hold the audiences attention, so they'll watch during commercial breaks. The obvious answer is violence or "jiggly sex."

In my opinion the responsibility lies on the viewer. Viewers should use strong discretion, and not watch programs that they feel are too abusive or with too much sex. As for younger children, it is up to the parent to screen viewing. Programs should be started involving parent-child education. If the public were to become aware of some of the effects of violence and sex on T.V., they would be less likely to watch some of the programs they are watching now.

Presently, there is not much available in the way of television viewing education. The public needs to be aware of the language effects of violence on T.V. Studies show an exceptional increase in violence since the year of T.V. If broadcasters cooperated, we could take giant steps. We could start T.V. programs advising what or what not to watch. If the public could see that there are other things and better things to watch, they would probably start having a preference for these programs. If the public preference was more toward less violent programs, the broadcasters would start showing less violent programs. This would lead to, in my opinion, a less violent society.

Lee D. Hirshland
President and General Manager, KTVN Channel 2

(The following summary is paraphrased and based on the tape of the presentation.)

Television is basically a method of communication from people to other people. Television reflects society. We are all responsible equally for the content. Let's teach children about television to develop critical viewing skills. We know that we are an educational, entertainment and information medium. We are performing, educating and entertaining. The marriage of these three forces is a tremendous marriage if it ever takes place. The culmination will be when educators can fit into the overall pattern so that our entertaining programs can have educational value and our informational programs will be entertaining so people will pay attention to them.

In the average family both parents are working. They are not able to do this constant supervision. Educators are starting to pre-screen and to pre-judge so that the child will know what the parents would like them to see. Parents should ask children what they watch. Then they should review the values of the program from their life style and attitudes. They should not stop them from watching programs, but be sure they got the right things out of what they were watching. We can't solve problems without talking about them.

Ed Pierce
News Director, KTVN Channel 2

(The following summary is paraphrased and based on the tape of the presentation.)

People are already filtering out what they see and what they believe. It is a free marketplace of ideas. Every television set has a channel select. It has an on-off switch. People are already exerting some control on what they see and what they believe. Decisions are made in the newsrooms to withold information. I get really uncomfortable when we make decisions not to tell people about information. Suggestions about developing more critical viewers are extremely good, because as our audience becomes more critical, they will demand better programming and will get them from television. One of the challenges is how to get younger audiences, younger adults to watch television news.

The consequences of what is shown on the tube does concern the people in the media. Quite often there are some agonizing decisions to be made. Ultimately, we are better served by exposing the problems for our society and talking about them. In order to have positive stories, we have to have the information. The desire is there for human interest stories.

Howard Rosenberg
Professor of Art, University of Nevada-Reno

(The following summary is paraphrased and based on the tape of the presentation.)

If we are going to teach critical awareness, it has to be done when the children are young. We have to begin educating the parents. If you can catch violence and a bent toward violence in television and movies, then I suggest you can also catch love and respect and caring, because there are good films and good television programs as well. Pressures on sponsors should be considered.

Kids are saying that they want to feel something. Violence is easy to feel. You can see it. You can identify with it. You can respond to it. Violence is commercially viable. The market must be there before any producer is going to sink a million or a million five for a television show. When a producer produces a movie ultimately his main goal is to get that movie on television because that will pay the bills. Though television does have a responsibility, the major responsibility is with the parents. You have a hand. Turn it off. Take your children to see the film. Don't send them. It is our responsibility as teachers, not our responsibility as censors. There is a question of critical awareness. Watch television together. The positive effects of television are to stimulate a feeling and then discuss that feeling.

Basically the responsibility is ours. You can change things. The classroom is probably the best place to complete the change. There are some sponsors that are very careful what they sponsor.

USING TELEVISION TO TEACH NON-VIOLENCE

Gloria Kirshner
Editor, The Parent Participation TV Workshop Project *
Teachers Guides to Television, New York, New York

The PARENT PARTICIPATION TV WORKSHOP project seeks to show parents how to use television at home to open communication with their children and to lead to school achievement.

At a PARENT PARTICIPATION TV WORKSHOP, parents come to school, church or community group to watch a TV broadcast with their children (or, they watch at home, and come to the Workshop the following day). Discussion leaders guide the dialogue between parents and children, demonstrating for parents how to use television at home as a springboard for family communication, to help them choose their values, learn to make decisions, discover who they are and who they might become.

Parents are helped to recognize that "parentable moment" when drama reaches below the surface to deeper feelings and emotions, and the child is open and willing to share. This is the parent's opportunity to teach the child non-violent ways of coping with his feelings.

In their discussions with children, parents are helped to stress: 1. Communication in a peaceful, open way. 2. A problem-solving approach to violence observed on television - what are the other options for solving the problem in the most effective way? Is violence a sign of courage or of cowardice? Is it a sign of power or frustration exploding into rage? 3. Children are taught to question reckless acts of violence, and 4. to base their conclusions on reason, not irrational, explosive behavior. These strategies set up a non-violent orientation to problem-solving and allow television to be used as a meaningful teaching tool.

The PARENT PARTICIPATION TV WORKSHOP is working with the Martin Luther King, Jr. Center for Social Change and Temple University toward future development of a curriculum to teach non-violence.

For further information, write to: TEACHERS GUIDES TO TELEVISION, 699 Madison Ave, New York, N.Y. 10021.

*Made possible by a grant from NBC.

SESSION II: ACCENTUATE THE POSITIVE!
(Improving Open Communication and Counseling for Youths)
Facilitator: John A. Bailey, Ed. D.
Professor, Counseling and Guidance Personnel Services
College of Education, University of Nevada-Reno

-Kate MacKenzie, Host "On the Line with Kate," KOH Radio; Marriage and Family Counselor
-Mary F. Maples, Ph. D., Professor, Counseling and Guidance Personnel Services
-Mary Lou Moser, Community College Analyst
-Keith A. Pierce, Ed. D., Professor and Chairman, Counseling and Guidance Personnel Services, College of Education, UNR
-David Morse, Head Counselor, Elk Grove High School
-YOUTH: Shelley Shuemaker, Experienced-Based Career Education, Student, Washoe High School

Dr. Mary Maples:

Babies are born neither violent nor as vandals. Like all other human behaviors, violence is learned from adults. In order to reduce violence in youth, adult attitudes must change, adult behaviors must change. If 80% of workers who leave jobs do so because they cannot get along with fellow workers, supervisors or subordinates, then successful interpersonal communications should constitute a logical starting point. Program recommended: Carkhuff/Gazda Interpersonal Communications Model. Core conditions of the Model: warmth, empathy, respect, geniuneness, concreteness, self-disclosure, immediacy and confrontation. Only the beginning!

Dr. Keith Pierce:

Parents are much involved in the tendency for misbehavior and violence in youth. They intend to do well, but nearly always need help. They can be taught, however, that there are alternatives to being the source of all knowledge and control. They can be taught alternatives to being authoritarian with an "I win--you lose" style of thinking and behaving. Parent education programs can help parents understand themselves and their children. Also, family counseling can assist understanding, communication and relationships. Knowledge, encouragement and dignity can result in prevention and remediation.

David C. Morse:

In order for the education world to address the problems of violence, there needs to be a greater universal awareness of positive and negative emotional change. Our present customary system of education is dependent, which contributes to negative emotional change. This causes students to learn to be violent. We must add the interdependent and independent dimensions to the learning process to allow students positive emotional growth to learn to be ethically independent and non-violent.

The union of confluent, dependent, interdependent and independent learning is called Triad Education. In order to allow for the development of positive self-esteem in students, all three dimensions must be present in the learning process. Triad education is a realistic and practical process that allows for student experiential involvement.

We may now know enough about confluent learning to destroy or fulfill the realization of the human potential.

Kate MacKenzie:

In order for kids to be reasonably successful in society, they must have sufficient personal power to function and the ability to problem solve either through their own intellect or the ability to seek out trustworthy knowledgeable authority or helping people. Guidance is necessary, as well as the teaching of an ethical value system. Parenting skills are also necessary and can be learned.

Mary Lou Moser (from Dr. Bailey):

Speaking as the Immediate Past President of the Nevada PTA, Ms. Moser's theme was the various coalitions and liaisons that Nevada PTA established in the past few years. Men have been attracted into PTA leadership posts, and legislation became the number one goal. Within that goal category, a series of priorities were derived from state and local meetings. To obtain legislative support for enactment of law and authorization for funding of counselors at the elementary-school level has been of the highest priority, along with efforts to reduce child abuse and funding for Nevada's competency-based testing of public-school youth.

"NINETEEN FOR DINNER"

Kate MacKenzie
Host, "On the Line With Kate", KOH Radio;
Marriage and Family Counselor

I found myself in the unusual position of being of "loco parentis" for fourteen children (not my own), along with my own three. Thirteen of the kids were teenagers; two of the children were younger, and two were in their early twenties. They came from diverse but troubled backgrounds. One or both of the kids parents, in each instance, was an alcoholic and/or dead. The mother of one group of kids (four to be exact) was an alcoholic who had committed suicide; another boy's father, also an alcoholic, had been killed in a train wreck. One boy, age 15, Patrick, came from a family where both his mother and father were alcoholics. Except for the three youngest, all had been involved with the law and/or drugs. Each family was an upper middle class family - both economically and by virtue of education. In each instance, it was the father who was the college graduate. This excludes my own children. All of the kids were of high average or above average intelligence. I.Q.'s ranged from 110 to 200+. Each had a particular talent i.e. athletic, musical or artistic ability. All were attractive kids.

Other than the problem of alcoholism in each family, they each shared a family situation where discipline was at a minimum and chaos was the rule rather than the exception.

My first task was to set some parameters. The first being that no one was to leave the house without saying where they were going and when they would be back. Secondly, a curfew. 10:30 p.m. on a school night and 12:30 on the weekend - this coincided with the curfew in the town where we lived. Grades were to be C or better. If anyone got a D or F, they were restricted to the house and our land. If there was a school function, they were allowed to participate. Meals were taken together unless plans were made earlier.

Let me digress for a moment for you are probably wondering how all of these kids came to live with us. Our own children brought them home. They were, for the most part, kids thrown out as we would throw out the garbage. It went something like this: One of my kids would come to me and say, "B is leaving home, his aunt says he can't live there anymore, and Mom, he's a good basketball player and a really nice guy. Will you talk to him?" Then I would meet with the kid (who, by the way, was usually out in the driveway or in the barn). My child had said, "My mom and dad will help you work it out." Generally, the leaving of their own home had already taken place. He or she would then stay "temporarily" until the rest of the family had an opportunity to comment or vote. The majority of the kids carried the vote. My husband and I reserved the right to veto, but in 3½ years, we did not have to use it. My husband always agreed that, "Yes, in fact, we do throw enough food away to feed just one more." Our grocery bill went from $75.00 per week to $350.00.

Each kid had a written set of rules, which had been discussed both individually and collectively. We also had weekly family meetings with the entire family.

Each of the kids in our house wanted to be there. I am sure this is a major difference in many other types of situations, i.e. foster care, or where they wanted to leave their homes. We were in or were 'put', then, in a position to provide these kids with an environment where they were appreciated and valued - generally loved. We could also provide them with support for their place in the sun. Our philosophical set was to say yes, unless we had good reason to say no, set parameters. and then assume they would follow the rules. The three years were not without problems, but the general rules were kept, and the kids saw themselves as having a great deal of freedom. When I would speak to groups in the county and talk about 'our' rules, parents would come up to me and say, "Your rules are really more strict than ours, and yet your kids talk about how they can make decisions."

We were also able to have dialogue with each of them individually on a daily basis. By taking meals together (breakfast, lunch, and dinner), we had ongoing contact with them and had a general idea what was happening in their lives.

We also attended all athletic, musical and school events en masse.

I hope you'll buy a copy of "19 for Dinner" when it's in the bookstores.

TRIAD EDUCATION

David Morse
Head Counselor, Elk Grove High School
Elk Grove, California

A free society's survival is dependent upon realizing that the right to learn to be equally free and independent is equal to, and coherent with the right to be equally free and independent. If persons are not allowed their natural rights to learn to be ethically free, freedom cannot exist for the controller as well as the controlled.

A great deal of data is present to show a national concern regarding present societal problems. Is it possible that a main cause could be that we are remiss in providing for the right for individuals to learn to be ethically free? Also, is our method of learning incongruent with the nature of humanity?

By all measurements we have. The answer to both of these questions seems to be yes. Though I see this as the answer, I have never met any educator that did not try to do what they thought was right and best for students. This means to me there could be a breakdown in the learning processes which deserves a greater awareness for all concerned. If something we are doing in education is detrimental to the individual and society and we keep trying to become more proficient at doing it, it seems

logical we will increase society's destructive forces.

It is my contention that the almost exclusive use of dependent learning experiences in our educational processes is primarily responsible for the personal and societal problems we face today, for it does not allow for affective education for ethical interdependent and independent living, which is necessary to build ethical relationships, to feel good about oneself, to be non violent and to function ethically in a free society.

Learning in accordance with the nature of the person is a trust process whereby persons learn to meet their needs by trusting themselves to function dependently, interdependently and independently in harmony with self and society. To the degree a natural or ethical learning process is inhibited, the more time, mistakes, anxieties, violence and unnecessary risks persons will experience.

In order to prevent unethical confluent learning that leads to violence and to produce ethical confluent learning that is non violent, it is important that education be experienced by the TRIAD educational process.

There are three (3) validation situations in an ethical learning process, a) dependent, b) interdependent, and c) independent, these make up the TRIAD of ethical education. In order for persons to make moral decisions, they must know how and when to function intellectually and emotionally in each situation.

Persons cannot learn to make ethical independent decisions if they are allowed only dependent validated responses as in our present educational institutions. However, they can learn to make ethical independent decisions if they participate in learning situations that allow for dependent and interdependent responses. It is necessary in the learning process to provide for TRIAD education which includes all three validation situations in order to obtain responses in all three states instead of just the dependency state that now exists, which is contributing to unethical decision making and violence in all three validation situations.

In order to develop a non-violent society, it is necessary for the educational institution to use the TRIAD learning process which allows for validation in all three validation climates. Judging from experiences, using this method would not add to the cost of education; instead, it could cut the cost appreciably. Also, this learning process could significantly lower the cost of society's social problems. This totals billions of dollars for problems that have resulted from people who have learned to make only dependent and unethical independent choices. Added to this is mental anguish, loss of time, individual financial problems, and unnecessary risks. These situations do not need to occur if persons are given their inherent natural rights to learn to be ethically independent. The TRIAD learning process would contribute to removing unnecessary anxieties and allow for ethical creativity for greater cognitive and affective growth.

TRIAD Education can fulfill basic needs that are congruent with the

nature of the person. Their denial contributes to creating violence.

IMPROVING COMMUNICATION BETWEEN PARENTS AND YOUTHS

Keith A. Pierce, Ed. D.
College of Education, University of Nevada-Reno

Much attention is being given to youth violence after it has happened. Of course, that must be done, but far more hope is offered in attending to the needs of youth prior to their becoming violent.

Violence does not happen by itself. It is the product to a very large extent of well-meaning parents not knowing how to teach, guide, and relate to their children constructively. Parents have learned how to be authoritarian and unbending, and some of them, in abandoning the rigidity of that posture, have moved to the other end of the behavioral continuum--liassez-faire permissiveness. Parenting that presents freedom without order or order without freedom is not likely to prevent violence. Youth must learn to respect order and they must learn to exercise freedom responsibly.

Parents can be taught to provide that balance through parent education programs that are being offered through elementary and middle schools and through other community agencies by trained counselors.

One such program is the Systematic Training for Effective Parenting (S.T.E.P.) which consists of ten sessions of two hours each. In this program parents learn to understand better the motivation of children, the effect of family constellation on personality style, the value and techniques of encouragement, and many helpful approaches to communication and discipline. Parents like the idea of getting help with everyday problems that arise when normal kids grow up. There is no stigma attached to attending the course and they often report remarkable improvement in their relationship with their children as well as in their children's behavior.

The quality of parenting can be greatly enhanced, youth can be helped to grow up with more responsibility, and youth violence can be prevented to a large degree through solid parent education programs.

COUNSELING AS A SOLUTION TO YOUTH PROBLEMS

Shelley Shuemaker
Washoe High School Student, Experienced-Based Career Education Program

I feel that confidentiality is a very important part of counseling. What goes on between the counselor and the student should be private. The counselor is there to help with the problem.

Probation officers and other agencies should stay within their own areas.

For example, if a student is having problems at home, they shouldn't be put in juvenile hall or a children's home. The parent should be involved with the problem.

There should be one to one counseling, so the person can really discuss his or her problems fully and completely. Lots of good ideas can come out and problems can get into the open.

Group counseling is very good, because there are alot of ideas that can come from people who are having the same problems. Groups can also help give support to people who are having problems.

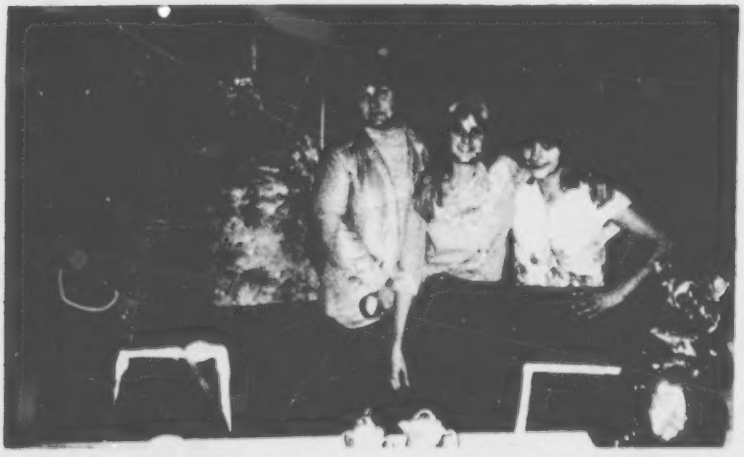
When the student has a problem, they want help and new and good answers to their problems. If families and agencies involved with the youth could compromise then maybe there would be less suicides, running away from home, taking drugs, getting depressed, etc.

Changes take time and sometimes growth is slow. People need to work together.

SESSION III. THE CHOICE AND THE CHALLENGE
(Developing Values and Improving Relationships
Among Different Ethnic Groups and Creeds)
Facilitator: James W. Hulse, Ph. D.
Professor of History, University of Nevada-Reno

-Steven F. Arvizu, Project Director, Cross Cultural Resource Center, California State University, Sacramento
-Len Beckum, Ph. D., Department Chairperson of Equal Educational Opportunities; Director Project Stride, Far West Laboratory
-Levie Duran, Ph. D., Management Training Consultant, Cross Cultural Resource Center, California State University, Sacramento, California
-Harry Massoth, Director, National Conference of Christians and Jews
-William Moon, Director of Programs, NAACP
-Carlos D. Romo, Ph. D., Human Relations Officer, Community Services Agency of Washoe County
-YOUTH: Lisa Brown, Experienced-Based Career Education, Student, Washoe High School

The tendency toward violence is a world wide phenomenon stimulated in part by the rapid social changes and disruption of value systems throughout the world. The population explosion, the expansion of communication networks and the resulting "revolution of rising expectations," the decline or rearrangement of traditional family and religious ties, and other factors virtually invite violent responses among many young people.



Steven F. Arvizu
Project Director, Cross Cultural Resource Center
California State University, Sacramento, California

(The following summary is paraphrased and based on the tape of the presentation.)

As a cultural anthropologist, I have been involved in schools and in the communities in the development of innovative efforts to try to solve school and community problems. Our center has worked with fifty different language groups throughout the Western part of the United States, including the Pacific. Linguistics and cultural anthropology can be allied disciplines.

About two months ago I had the stimulating pleasure of interacting with thirty superintendents in the Boston area on the topic of conflict and conflict resolution in schools. Language and culture can make the big difference in terms of our understanding certain kinds of conflicts and our developing programs to resolve them. We looked at seven large districts in the Greater Sacramento area and interviewed administrators, project directors, principals, maintenance personnel, school board members and community people to find out if there was any difference in the vandalism rates, the attendance rates, the suspension rates, and violence rates. In those schools where there were bi-lingual programming, bi-lingual personnel, communities and parent groups that were highly active in the public school system, innovative curriculum effort that was linguistically and culturally more relevant to the student population, there was a drop-off in vandalism, suspension rates, and the incidences of violence between groups and individuals. Better attendance by teachers, less burn-out factor, and an increase in attendance by students occurred. In different districts and schools throughout the Boston area I asked what was happening in the buildings where they had bi-lingual programs. They reported that parents were "in line" to get their children into the building sites that had bi-lingual programs, because there seemed to be a more understanding, a more safe environment for their children.

I interviewed some superintendents throughout the valley of California. I found one superintendent who reported that as a result of working with youth groups, particularly low rider groups, car clubs, community agencies, and law enforcement personnel employing bi-lingual, cross-cultural programming, he was able to reduce the incidents of vandalism to public school buildings. He got a rebate from the insurance company of $5,000 at the end of the twelve month period because of reduction in broken windows and other kinds of things.

We have looked more systematically in a two-side comparison in a rural district in California and in an urban district in Milwaukee, Wisconsin. We are finding the same pattern that where you have programming characteristics that involve community, a different staffing pattern with

bi-lingual personnel, personnel training and cross-cultural pedagogy, and innovative curriculum effort, you have a side effect that is sometimes, but not always, related to school achievement, fewer suspensions, better attendance, less vandalism to public school property.

In looking at those instances deeper through a linguistic, cultural and programming analysis, to see what kind of programs exist, and what kinds of variations there are within those communities, we found, in instances where you have bi-lingual personnel and cross-cultural programming, you have more interaction, more brokerage and mediation, less violence and more social cohesiveness. It is very possible that bi-lingual education as an innovative pedagogical movement might have potential in terms of saving school districts and communities money and is cost effective if it is dealing with some of these dysfunctions and disruptive factors related to schools.

We are a nation of immigrants. We are going to have a continuing flow of new people coming into our nation. There is going to be a continuing pattern of conflict occurring because of mobility within our society. It behooves school people and community services agencies to begin to pick up linguistic and cultural tools to deal with some of that conflict.

We have training monographs that explain the linguistic and cultural tools. Write to: Cross Cultural Resource Center, California State University, 6000 J Street, Sacramento, CA 95819.

Levie Duran, Ph. D.
Management Training Consultant, Cross Cultural Resource Center
California State University, Sacramento, California

(The following summary is paraphrased and based on the tape of the presentation.)

Although the Cross Cultural Resource Center is primarily funded to deal with Title VI projects, it also is involved in dealing with parent training and parent education, which is part of the mandate of Title VII of the Elementary and Secondary Education Act.

Recently I moved from Albuquerque, New Mexico to Sacramento. I found the same problems of intercommunity conflict, racial tensions, in Albuquerque also existed in Sacramento. Integration or desegregation plans in school systems and communities create some special circumstances which cause challenges for choice. Despite the fact that adults like to carry out some noble practices in integrating or desegregating school districts, they seldom give attention to the kinds of implications that arise out of integration or desegregation. We fail to consider important cultural elements. We need to give youth involvement in decision making - especially the programs aimed at youth. Many times we deal with programs on felt needs by adults and not really needs of youth. We

teach children to value the work ethic and the rewards of the work ethic. Yet we seldom try to prepare children for the transition.

In the three months that I have been in Sacramento, I have been working with two middle schools, two high schools and two elementary schools. In both high schools it is not necessarily the ethnic minorities that are in trouble, but also some white kids that are being neglected. Often we neglect those youth models and they exemplify behaviors that as adults we may accept because of their status or parent community status. We disallow the fact that other youth or minority youth will also exemplify the same behaviors. Whatever we do for youth, regardless of color, regardless of their accomplishments in life, there has to be a positive link between the wants and desires of youth, and the kinds of things that we, as adults, try to inculcate to them as values and begin to look at the kind of things that youth in general would like to get involved in. Most youth are willing, able, and capable of working at a very young age. We have to look at what kind of kids are able to perform volunteer work in community service, what kinds of kids cannot defer gratification, for they have long standing economic needs and begin to plan programs that are more in line with the industry and business community. Begin to give more experiences they want to experience.

My proposal is, if you want to involve people in student government, let's find someone the youth can work with. We have to begin to look at the cultural system and the different cultural elements that make the culture unique. In the Chicano community, people know who the leadership is. The leadership goes to school and has an important influence on certain students. If we don't involve that particular leadership in developing programs, then those programs will not be representative of the youth we are aiming at. We have to begin to look at how each individual ethnic community regards responsibility, and how they regard respect. Most persons go to school and don't drop their cultural baggage at the doorstep. We take it in as teachers, as principals, as students. I think that kind or respect has to begin to surface from adults, and begin to involve more students that are in trouble or are headed for trouble and have them involved in some decisionmaking and planning. We should begin to identify those people that may become disruptive or encourage disruption in classrooms, on schoolgrounds or in the communities.

In talking with the Vietnameses, Samoans, and others who have recently immigrated, they have two complaints: 1. The women are working. 2. Their children are adopting middleclass values and are not able to transform that value system into their cultural habits. As a consequence, they begin to feel conflict between the parent culture and the youth culture.

The backbone of America lies in the youth. Then we should really begin to give some consideration and more important positions in decisionmaking. Each individual group has its own distinctive needs. Each group must maintain its separate identity for the purpose of problem-solving and self-determination.

SPAT TEAM PROJECT: A POSITIVE YOUTH INVOLVEMENT PROGRAM

Leonard C. Beckum, Ph. D.
Department Chairperson of Equal Educational Opportunities;
Director, Project Stride, Far West Laboratory

School administrators and researchers are in constant search for programs that effectively engage students in the educational process. The SPAT Team Project is one effort that has successfully involved students in identifying the causes of disciplinary action; the Project then assisted the students to develop remedial strategies to counteract the identified causes. This Project, conducted in a California school district, was based on the premise that in order to begin solving the widespread disciplinary problems in the schools, the students themselves must be actively involved in attempts to understand the sources of the problems and to design appropriate remedies. In addition to students, the project also involved school administrators, parents, and laboratory personnel.

The project was conducted over a three-year period in which data on disciplinary actions was collected and analyzed. School rules and procedures were reviewed and questionnaires were designed for teachers, administrators, students and parents about the appropriateness of school rules. These activities led to several conclusions about the nature of discipline in the district. The analysis process revealed, for example, that approximately 10 percent of the teaching staff were responsible for 90 percent of the referrals and that 5-10 percent of the students were involved in 90 percent of the disciplinary actions. Ninety percent of all referrals were from classes responsible for teaching the basics--math, reading, and science. Truancy and tardiness accounted for 70 percent of all disciplinary actions. Significantly, blacks received the highest percentage of disciplinary action--approximately twice the percentage of black students represented in the school population. The findings also revealed a lack of consistency in the application of the rules and procedures. Finally, parents, administrators, teachers, and students, were about equally unfamiliar with or had poor knowledge of rules and procedures.

The above findings led to a number of recommendations, one of which is the need to develop a code of conduct that would be utilized consistently in each of the three high schools in the district. A minicourse to train students and refamiliarize teachers and administrators with the rules and procedures during the first week of school, a peer counseling program, and a community outreach effort to involve parents in the educational process are other suggestions resulting from the SPAT Team Project.

The findings from the study will be discussed in terms of what a school staff can do to create an environment that allows students to participate meaningfully in designing strategies that will assist in their positive educational development.

STRIDE/RACE DESEGREGATION ASSISTANCE CENTER

Project STRIDE (Service, Training, and Research in Desegregated Education), a Race Desegregation Assistance Center funded since 1974 under Title IV of the Civil Rights Act of 1964, continues into its sixth year of providing technical assistance to desegregating school districts. Following the shift in emphasis initiated by the change in the 1978-79 regulations, STRIDE now places highest priority for service on districts that are in the process of developing a desegregation plan in response to a court order, and districts that are in the first three years of implementing a legally mandated plan. The service area is USOE's Region IX (California, Arizona, Hawaii, Guam, Samoa and the Pacific Island Area). Service is also provided to those school districts that are experiencing effects of resegregation. STRIDE's staff regularly interact with students, school personnel, and communities in more than 100 school districts. These districts are small, medium, and large in size; both urban and rural.

STRIDE, in providing assistance to districts, has a four-fold goal:
1. to develop change-supportive working relationships with districts;
2. to offer effective services in assistance areas authorized by USOE;
3. to assist districts to become self-sufficient in planning, conducting, and evaluating desegregation-related activities; and 4. to assist districts in establishing effective networks of communication and cooperation regarding desegregation-related activities.

STRIDE's services are organized around four issue clusters: Equalizing Educational Opportunity Through School Administration, Developing Effective Interaction Within the School Community, Promoting Student Participation and Equalizing Disciplinary Procedures, and Resource Identification and Utilization. STRIDE uses a team approach to the delivery of services, based on joint needs assessment and planning activities by STRIDE and district staff. Together, they develop a comprehensive service delivery plan that includes mutually acceptable objectives, activities, milestones, and expected outcomes. Based on this plan, appropriate delivery modes are selected to provide service: area conferences, local workshops, on-site assistance, and an Information Service Center. These activities are conducted by STRIDE staff as well as by a select group of educational consultants. In order to ensure that all segments of the school community can participate effectively in the desegregation process, STRIDE services are aimed not only at district and school administrators, but also at board members, teachers and other school staff, parents, community representatives, and students.

STRIDE products include 14 videotapes on desegregation issues and a handbook called Technical Assistance: A Guide for Planning, Delivering, and Evaluating Services to School Districts. (U.S. Office of Education)

PROFESSIONAL STAFF: Leonard C. Beckum, Henry Banks, Lewis Bundy, Bernita Burge, Allen Calvin, Jess Carrillo, Sandra Crumpler, Stefan Dasho, Gilbert Garcia, Michael Hunt, Don Johnson, Marie Paul, Nilda Quinones, Wayne Rosenoff, Stan Schainker, Alvin Taylor, Amalia Villegas, Judith Wilton.

MY SOLUTIONS TO VIOLENCE IN YOUTH

Lisa Brown
Experienced-Based Career Education Program, Washoe High School Student

First of all, I would like to say that I think the main causes of youth violence are prejudice, drugs, peer pressure, and in some cases parents who are committing violent acts.

Kids need more education in the area of drugs. Many teenagers and preteens think that drugs won't hurt them at all. Others think they'll only be hurt if they use drugs in excess. Too many kids think that marijuana and alcohol are completely harmless. This is why they need more education, to know what can happen when they are fooling around with drugs.

In the area of prejudice, it's a little more complex than simple education, but education would help. If different ethnic groups knew more about each other, there would be less inter-racial violence.

Parents need to be more aware of their own violence. When dad punches a hole in the wall, beats his wife and kids, talks about punching the guy next door, this is all violence. It rubs off on the children. When mom throws a spoon across the kitchen and breaks a window, when she is always saying violent words, or even when she is just slamming down the telephone receiver in anger, this all constitutes violence. It is especially hard on a child who may not understand why the parent does these things.

Many kids get tremendous pressure from their friends to commit violent acts. They think it proves something. Vandalizing a school is about the most heroic thing a kid can do in the eyes of his peers. Beating someone up and wrecking a car probably ties for a close second. Kids need to be shown that vandalizing schools and wrecking cars and starting fights doesn't make them a bigger, better, or braver person. It only makes society look down on them.

Many kids also see violence by their teachers and/or violence by students go unpunished. This situation too should be corrected.

To help stop drug abuse, kids need more education towards drugs.

To help stop prejudice, education is also needed. But in addition to education, schools need to remove prejudiced teachers, counselors, and administrators. Maybe de-segregation of the students can't work. Perhaps instead, they could hire black teachers in white schools, and white teachers in black schools. In some cities, where most schools are virtually all black or all white, it may help to de-emphasize athletic events and other competitive meetings between schools.

To help get kids to realize that they don't really have to do everything their friends do, I think more peer counseling is necessary. "Trend starting" types of people need to be helped to realize who they are. Then they need to take the responsibility of not setting negative trends.

Parents, perhaps, only need counseling in order to realize just what constitutes violence. Many parents may not realize that angrily slamming down a telephone is a loud, sudden action, and is violence from a young child's point of view.

ERADICATING THE CAUSES OF RELIGIOUS STRIFE

Harry P. Massoth
Director, National Conference of Christians and Jews
Northern Nevada Region

Conflicts among and between belief systems (scientific, philosophical and religious), like those between the races, are becoming an increasing cause for concern throughout the United States and the world. Religious strife, however, is a type of conflict with which, for a variety of reasons, religious and educational institutions and the public media have been reluctant to deal. The avoidance of this issue has resulted in a widening schism between faith and reason, church and state, and religion and science. The breakdown of religious belief also appears to be linked to the decline of morality and altruism and a variety of psychological and social disorders including the exploitation of people by psuedo-idealistic movements (eg. the People's Temple Movement, the Moonies, astrological groups, and certain evangelical movements). For educational enterprises to remain aloof from the issue of ideological clarification will be to allow religious types of social conflicts to increase and contribute to the impairment of the psychological health of our nation's youth.

THE SOLUTION to the problem of religious strife can, in my estimation, be found by addressing the root causes: ignorance and fanaticism. By replacing these causal factors with an understanding of religious phenomena and an appreciation for mankind's ideological diversity, religious strife should be mitigated to a large extent.

Rather than approaching the situation in the traditional educative manner (i.e. through offering courses on comparative religion, philosophy, world religions) I suggest using a process approach: to develop within the student the ability to apply the methods of science to religion (both secular and traditional types of religion). The objective of this kind of education would be to help students acquire fiducial competence, i.e. the ability to formulate ideals and evaluate different types of belief systems.

Such an education program, which might be called "The Science of Religion", should provide students with the following experiences:

1. An investigation of the scientific method and demonstrations as to how this method can be applied to religious phenomena.
2. A series of explorations (encounters, dialogues, etc.) with a variety of secular and nonsecular faiths.
3. An overview of the world's great religious traditions with emphasis on their role in cultural evolution.

4. A review of the ways belief systems have become pathological rather than health-generating.

These experiences, especially if provided during the formative years, should equip students with the intellectual and emotional tools allowing them to make rational judgements about any kind of belief system including their own evolving one. People who thus acquire fiducial competence will be able to deal with a great diversity of belief systems with tolerance and appreciation. Societies made up of such individuals should have few ideologically related conflicts and should have a strong moral order

**Reference: Zygon, Sept. 1979; "Reason in Religion"

AFRO-ACADEMIC, CULTURAL TECHNOLOGICAL SCIENTIFIC OLYMPICS

William N. Moon
Vice-President, Reno/Sparks Branch NAACP

ACT-SO is a two year old special NAACP Program designed to discover, develop, and reward academic achievement among the nation's black high school students.

It is a program rooted in the firm conviction that our young people can succeed in the classroom at the superior levels of achievement constantly displayed by blacks in the athletic arenas of this nation. Its goals are to give recognition for scholastic and cultural achievements.

The program provides for maximum community support, and students in grades eight (8) through twelve (12) are eligible to participate. Local NAACP Branches hold annual competitions in twenty (20) categories in the area of Arts and Humanities, and Science. An award ceremony is held before live audiences with media coverage.

In keeping with the original Olympic tradition, the winners are awarded gold, silver and bronze medals, along with checks up to $1,000 for first place winners.

Eligibility Requirements

All ACT-SO participants should be NAACP youth members, and must be:

1. Enrolled in grades 8-12,
2. A citizen of the U.S.
3. An individual who has developed an expertise in one of the twenty (20) categories of competition.
4. Students who have never performed as paid professionals for their services in their area of competition.

All ACT-SO participants are required to submit a three-page, type-written double spaced statement about their accomplishments and awards,

including their goals in life, with their application. All ACT-SO participants are required to be sponsored by an individual or organization in the participating city.

Categories of competition

I. Arts and Humanities

Dance	Music: Instrumental	Painting
Dramatics	Music: Vocal	Photography
Drawing	Oratory	Playwriting
Filmmaking	Original Essay	Poetry
Music: Composition		Sculpture

II. Science

Architecture	Chemistry	Energy
Biology	Electronics	Mathematics

EQUALITY
A Given in Being American

Carlos D. Romo, Ph. D.
Human Relations Officer, Community Services Agency of Washoe County

Recognizing that America is a land whose constitutional foundations are based on man's equality irrespective of his/her race, color, creed, national heritage, handicap and political or religious beliefs, let us for a moment reflect on our society's present state. Instead of the equality which is guaranteed to us, we speak of equal rights, of parity, affirmative action, of discrimination, of racism, prejudice and sexism, strife and stress, loss of values, lack of communications, breakdowns of all types and other terms which we hear daily. And when we speak of youth, especially minority youth, we generally associate them with high unemployment, low-scholastic achievements, drugs, teenage pregnancies, juvenile delinquency, crime and other social malaise, supposedly atypical to a rich and civilized society. While all of us are touched by these troubling thoughts, few would argue that we cannot correct them, though it may take years and years plus unlimited resources.

Equality, we ask ourselves? When we think of juvenile delinquency, we find that so many of our youth are disproportionately minorities who populate detention homes; our jails and who, along with non-minority youth, cost us billions of dollars. You can agree that this problem of juvenile delinquency affects all of society, however, its greatest impact is on low-income, poor and culturally different youth. Putting it another way, our nation's poor suffer tremendously from unemployment, inflation, economic and social impact. As a society we must now go back to that original premise of equality and try to redefine it.

Again, recognizing that we are an individual, proud and diverse nation of people perhaps what we have failed most to emphasize is brotherhood,

true human understanding and relations. As a nation of immigrants, we must realize that in our diversity lies our strength, but only in so far as we can, as a society, live under the true meaning and display of equality and apply it in a just fashion.

To do this, we must continue to actively promote, throughout all levels of our society, youth included, effective programs which emphasize cross cultural counseling and tolerance, cultural integrity, communications and responsiveness, awareness and sensitivity towards ethnic minorities and culturally different Americans who, like you and me, are a fundamental part of this nation. Additionally, our government, our families and our schools must provide our culturally pluralistic society with programs that will assure equality of existence and not inequality of life. Through teacher education, open student participation, effective parent and community cooperation, through a just and moral management of human resources, as well as an expanded understanding of our fundamental human and civil rights, Americans will become one, a peoplehood sharing in the partnership of life irrespective of color, race, creed, political beliefs, handicaps and sexual preferences.

SESSION IV: WHAT WORKS IN DRUG AND ALCOHOL ABUSE
INTERACTION OF FOODS AND AGGRESSION
Facilitator: Owen Peck, M.D.
Professor of Medicine; Associate Dean of Student Affairs
School of Medical Sciences, University of Nevada-Reno

-Jan Carmichael, Clinical Pharmacist, School of Medical Sciences, UNR
-John Chappel, M.D., Professor of Psychiatry, School of Medical Sciences UNR
-Albert Phoenix, Director, Alcohol and Drug Abuse, Pyramid Lake Reservation, Paiute Tribe, Nixon, Nevada
-Marsha Read, Ph. D., Nutritionist, School of Home Economics, UNR
-Tom Scully, M.D., Associate Dean, Professor of Pediatrics, School of Medical Sciences, UNR
-William Wollitz, Doctor of Public Health, Northern Area Substance Abuse Council, Nevada
-YOUTH: Bob Wood, Experienced-Based Career Education, Student, Washoe High School

Preventive measures in early infancy and childhood consisting of bonding and parenting are essential to curtailing violence in youth. Once a problem of drug abuse and/or alcoholism develops in an adolescent there should be a sequence of care. Most of these adolescent problems can be solved at the level of a student-family-teacher interaction. If the problem cannot be resolved, then alternatives of care must be offered to meet the individual needs of an adolescent. The Multiple Modalities Care Concept goal is to bring the young back into their community as a functioning and productive citizen relating to his or her peers.

There is an enormous gap between concerned parents, teachers, etc., and health professionals that must be bridged. Over 10% of adolescents with a drug abuse or alcohol problem will need professional help. Once professional care is initiated, central nervous system depressants and anti-anxiety agents ought not to be prescribed routinely for adolescents in an outpatient setting, except for specific illnesses. Generally, treatment for adolescents, once they are under medical therapy, is psychotherapy. Giving drugs to youths for drug abuse and alcoholism will only condition them to becoming chronic drug users.

The discussion on food and aggression concluded that more research into the problems of how foods affect behavior was needed. With the "new biology," the relationship between foods and behavior will be elucidated in the next decade. It was stressed that hypoglycemia is a sympton and not a disease -- it does occur, but hypoglycemia has been overrated as a cause of aggression and illness. There are marked individual variations of reaction to foods; allergies and sensitivities leading to personality disorders.

A recent report from the U.S. Government regarding food additives has not related them to any medical conditions. Megavitamin treatment (greater than 10x the normal recommended amount) has been disappointing

as a universal curative.

The complexity and variation of problems in the area of drug and alcohol abuse must be recognized, and it was the conclusion of participants that no one treatment can be applied to all cases; nothing works for everyone, but there is someone who can benefit from every method.

WORKSHOP ON: FOOD AND AGGRESSION

Jan Carmichael
Clinical Pharmacist, School of Medicine, University of Nevada-Reno

There are many aspects of food and aggression. Three areas will be briefly covered:

1. megavitamin (orthomolecular) therapy
2. caffeine
3. hyperkinesis and food additives

1. The notion that megavitamins (at least ten times the recommended dietary allowance) prevent/cure disorders ranging from schizophrenia to cancer is popular in the lay literature. Orthomolecular medicine, as it has been named, is the concept of the right molecule in the right concentration. Those that promote the theory say that .1-1% of people qualify or may need additional amounts of chemical (vitamins) to produce "normalcy." Although theories have been postulated, evidence at this time is lacking to confirm these theories.

2. Millions of pounds of caffeine are consumed yearly in the United States. Caffeine is considered relatively safe in doses of less than 200 mg. The average cup of coffee contains approximately 85 mg. of caffeine while cola drinks contain 32-65 mg. per 12 ounces. Small doses (50-200 mg.) are usually associated with beneficial motor and mental effects. However, high doses of caffeine (up to 1000 mg./day) can produce pharmacologic actions that cause symptoms essentially indistinguishable from those of anxiety neurosis. Children or adolescents, who otherwise appear healthy but complain of such symptoms as tachycardia or insomnia, may be drinking excessive amount of cola beverages.

3. In 1973, Dr. Ben Feingold raised the issue of food additives as a cause of hyperactivity and learning disability. Since that time, the National Advisory Committee on Hyperkinesis and Food Additives has published two reports. The latest report published in October, 1980, after study on 190 children indicated the negative finding on these children was in sharp contrast with the 32-60% success reported by Feingold. They further concluded the link between food additives and hyperkinetic behavior was "at best, uncertain."

WHAT WORKS IN DRUG AND ALCOHOL ABUSE

John N. Chappel, M.D.
Professor of Psychiatry, School of Medicine, University of Nevada-Reno

I. Introduction

1. Nature of the problem.

2. Violence and
   a. central nervous system depressants including alcohol
   b. central nervous stimulants
   c. narcotics
   d. hallucinogens, including marijuana and PCP
   e. inhalants.

II. Diagnosis: Getting Their Attention.

1. History
2. Laboratory
   a. diagnostic
   b. in treatment programs

III. Treatment Options

1. Residential
   a. hospital
   b. therapeutic communities
   c. halfway houses
2. Daycare
3. Out-patient
   a. psychotherapies - individuals
      - group
      - family
   b. chemo therapies
   c. activity therapies including recreation and exercise
   d. living skills training including interpersonal relationships, stress management, budgeting, shopping, etc.
   e. vocational counseling
   f. nutrition
   g. other therapies i.e., behavior therapy, transcendental meditation, transactional analysis, hypnosis.

SUBSTANCE ABUSE PROGRAM FOR PYRAMID LAKE PAIUTE TRIBE

Albert Phoenix
Director, Alcohol and Drug Abuse, Pyramid Lake Reservation Paiute Tribe
Nixon, Nevada

The Tribal Council's approach to the Substance Abuse Program on the Reservation and their priorities are to reach the majority of the Tribal population, especially our youth on the reservation, the prime targeted area. Our program has reached the majority of our Tribal youth population, including adults. The number one program approach to tribal needs is to educate tribal members to the total consequences of Alcohol and Drug Abuse. In addition, counseling is from a cultural perspective.

In assessing our Tribal activities on the reservation, there are strong needs for recreation programs to prevent delinquency among our youth today. When the community does not respond or provide a program, unfortunately many youth will turn to or be involved in negative activities

such as alcohol, and drug related problems which society faces today.

In responding to youth needs, our program has initiated some recreational programs on the reservation. Our program positively attempts to remedy most of the reasons or causes for substance abuse. Our youth in Tribal Communities are urged not to use any Substance Abuse by providing educational awareness and total consequences in Substance Abuse. Culturally creative recreation activities are oriented toward self pride, self identity, self expression, personal growth and productive living. Finally, remember that our youth of today are also our leaders of tomorrow and the future.

FOOD AND AGGRESSION

Marsha Read, Ph. D.
Nutritionist, School of Home Economics, University of Nevada-Reno

The intake of food can, in some circumstances, affect the way in which a person reacts, interacts and feels; i.e., in some situations diet may play a role in behavior. However, there is currently a tendency to overgeneralize - that can be misleading to the general public. The response to diet is highly individualized and variable. Some of the situations in which food or diet may affect behavior are: hunger, hypoglycemia, food allergies and neuro-transmitters.

Of the above listed situations, hunger, hypoglycemia and food allergies may affect behavior, because they can create a series of symptoms that are generally unpleasant and/or irritating to the individual. For example, hunger has been defined as a generally unpleasant sensation of tension in the area of the stomach. Children who skip breakfast and experience hunger are generally more irritable and exhibit lower attention spans.

Hypoglycemia (or low blood sugar) can create feelings of weakness, symptoms of sweating, trembling, headaches and "bizarre behavior." The problem here is that most people are not hypoglycemic - they can consume sugar and the body will respond in ways that prevent the blood sugar level from dropping below the normal range.

Food allergies are thought to occur in about 10% of the general population. The allergic response to some food or foods is quite varied. It may range from headache and fatigue to bronchial congestion, hives and anaphylactic shock. When a person is experiencing an allergy attack, irritability is not uncommon as a general symptom.

Lastly, a new frontier in the area of nutrition is the affect that diet may have on the level of neurotransmitter substances in the body and central nervous system. The best researched area to date, is that a high carbohydrate meal can lead to increased levels of serotonin. Among the effects of increased levels of serotonin can be induction of sleep. It is also associated with pain sensitivity and avoidance learning. More research is needed in this area.

Diet and behavior are interrelated to some extent, but we must remember that the degree of response is going to be affected by such things as individual tolerance, past experiences, and other environmental conditions. With this in mind, we can make some observations, but we are not yet ready to make blanket diet recommendations intended to modify behavior.

Tom Scully, M.D.
Associate Dean; Professor of Pediatrics, School of Medical Sciences
University of Nevada-Reno

(The following summary is paraphrased and based on the tape of the presentation.)

How many of you have read the Surgeon General's Report on Health, Emotion and Disease Prevention called "Healthy People"? It was just published, DHEW Publication #79 55071. As citizens, you would really do well to read about your own health. Americans ages fifteen to twenty four now have a higher death rate than twenty years ago. In 1960, the adolescent and young adult mortality rate was one hundred-six deaths to one hundred thousand. By 1970, the rate was one hundred-twenty eight to one hundred thousand. This represents forty eight thousand deaths in 1977 for the age group fifteen to twenty our. What was the principal threat to health in these children? It was violent death -- accidents, mostly automobile, at least half of them were involved in alcohol. Accidents, homicides and suicides account for three-fourths of all deaths in the age group fifteen to twenty four. Currently, the average consumption of alcohol for all persons older than fourteen is thirty percent higher now than it was fifteen years ago. Youthful drinkers, aged fourteen to seventeen, as defined by being intoxicated at least once a month, are estimated to represent about three million children, between twenty and twenty five percent of that age groups. We are all aware that alcohol is a real problem.

From the standpoint of pediatrics, it is not uncommon, both in this problem as well as child abuse, that we are about one generation too late. I have nothing to say for those who are drinking and using alcohol at the age of fifteen to twenty. Our concern should be for those yet to get pregnant. It is clear that child abuse is a family affair. It is clear that it repeats in generations, and those who were abused as children tend to abuse their own in subsequent generations. There is similar data that the same occurs with the misuse of alcohol, not so much in drugs. If we are going to, as a society, over the long haul have any significant impact on various kinds of acting-out behavior in adolescents, we have to become attuned to the problems that begin when the mother becomes pregnant, her relationships and attitudes toward that infant, the very early bonding or lack thereof that takes place with the first two weeks of life, and the early parenting kinds of skills that lead to the infant developing within the first three years of life, a sense of trust, a sense of security, a sense of self-awareness and

self-image, which later, in the pre-teens and teen years, manifests itself by a sense of responsibility, a sense of self-respect, an attitude that they will take a positive and intelligent approach to the manner in which they take anything into their bodies. They become responsible for themselves, rather than blaming others for their irresponsibility. Clearly, my brief message is for those of you who can, or find yourself, either as citizens, or in your professional role, involved in what I think is most important, the early awareness of the young woman of the importance of her pregnancy, of the very early awareness of the importance with which the infant borne of that pregnancy is mothered, and the way in which they are treated very early on, may, in the next generation, reduce somewhat, the kinds of activities that we are all aware of, that leads to misuse of a number of substances, not the least of all is alcohol.

William Wollitz, Doctor of Public Health
Northern Area Substance Abuse Council, Nevada

(The following summary is paraphrased and based on the tape of the presentation.)

I have been fortunate, in the last twenty years, to be able to have worked with a number of people who have devised a number of strategies, who are working with kids. I would like to share some observations.

I have a belief that not all kids will respond to the same type of treatment. I feel more comfortable with programs that realize that they may not have all the answers, and perhaps, can provide alternative types of counseling and treatment to those seeking help for those kids. It is generally accepted by youth program administrators, that counseling, which takes into account youth in relationship to his world, his peers, his family, his schools, is perhaps more effective than that which attempts to focus on the particular problem, like drugs and alcohol. Erickson suggests that from ages twelve to eighteen, the crucial task is for the young person to integrate his earlier childhood experiences of identification in the way that makes sense and provides a continuity toward the past. In addition, the adolescent forming an adult value system faces identity crisis in this period due to the fast changing society and the myriad of opportunities.

A competent youth program should include a number of types of activities which would include family counseling. Family counseling is an area in which substance abuse counselors are woefully ill-trained. Very little emphasis is placed on family counseling. Parent groups, involvement of parents without the kids, peer groups, process groups, individual educational groups, activity therapy which would include recreation skills, recreational therapy, occupational therapy for the future, one to one counseling, the psychological and medical back-up are activities that a youth program should include. There is a limit to what each program can afford to have on its staff, but I think it's terribly important for any

competent program to utilize what's available in the community.

It is the shared experience of several youth program directors, that groups which focus on the alleged problem, i.e. drugs, alcohol, may be less effective than sessions dealing with other significant factors in the kid's life. There are those who suggest it is not the mode of counseling you use which is important, but rather the ability of the counselor to make an impact on that kid, to relate to the kids that makes some significance. Those persons who are perceived as non-judgemental, or who are not perceived as preaching to a particular youngster, may be seen by that youngster as somebody whom he or she can trust. The ability to gain a solid relationship appears very important. Finally, I heard it doesn't make a bit of difference what you do, it's the charisima of the particular counselor or program administrator that counts. I'd rather believe that the ability of the counselor to gain a relationship with youth is very important.

Finally, in summary, I believe our chances of helping kids who may have myriad problems between drugs and alcohol, can best be helped by providing him or her with a number of alternatives. Those of us in the field may need additional training, particularly in the area of family dynamics, where we can understand the kids in relationship to his or her total environment.

SOME SOLUTIONS TO YOUTH DRUG PROBLEMS

Bob Wood
Experienced-Based Career Education Program, Student, Washoe High School

Drugs and alcohol are so easy to get, because they're all over. If you're not twenty one, you can't buy alcohol, but you can find someone to buy it for you. Drugs are easy to get at any school, because the money is good for dealers. Most people feel that alcohol is not as bad as pot because it's legal. Most kids start drugs at about the age of twelve, thirteen, or fourteen.

I think we could help the problem of drugs and alcohol by having awareness programs for kids who are not on drugs yet. We need to teach them not only the physical effects, but the mental disorders, too. They need to learn about the problems that drugs can cause in the family. Maybe adults shouldn't teach these kids, but older teens who know, because young kids think that their parents don't know anything, or don't know what they're talking about. Also younger kids can relate to older teens better. Most kids get turned on to drugs by someone who's older and whom they respect. Some kids think that because they are getting bad grades or their parents are upset with them, that they need an escape. Drugs are not an escape to the problems, but prolong the problems, or sometimes make the problems worse.

If kids would get involved in things, like sports and music, they would have more interest in life and wouldn't need drugs. If the family could get involved in taking trips and doing things together, that might help.

SOCIAL INTEGRATION STRATEGIES TO DECREASE VIOLENCE

SESSION I: DEVELOPING EFFECTIVE LEADERSHIP OF EDUCATORS
DEVELOPING SUPPORT SERVICES FOR EDUCATORS
Facilitator: Edmund Cain, Ed. D.
Dean, College of Education, University of Nevada-Reno

-Caroline Gillin, Ed. D., Regional Commissioner for Educational Programs Region IX, United States Department of Education
-Gary Gottfredson, Ph. D., Center for Social Organization of Schools, The Johns Hopkins University, Baltimore, Maryland
-Lawrence Harrington, Ph. D., Program Manager, School Attendance and School Environment Unit, California State Department of Education
-Ted Sanders, Superintendent of Public Instruction, State of Nevada
-YOUTH: Chris Mitchell, President of Experienced-Based Career Education, Student, Washoe High School

EFFECTIVE LEADERSHIP AND SUPPORT SYSTEMS FOR EDUCATORS

Edmund Cain, Ed. D.
Dean, College of Education, University of Nevada-Reno

As we continue our Symposium on ways and means to decrease youth violence, one of the areas which we should be examined is the need for more effective leadership of educators to address this problem. Closely associated with effective leadership is the quality and quantity of support systems needed by educators in their job.

When we talk about effective educational leaders, we need to ask the question, "What makes up a really effective educational leader?" We have to be concerned about the quality of people who are selected for these most important educational roles. What is their training and experience background? I believe we need to examine the in-service training of educational leaders so that they may address problems such as youth violence in a positive and creative way.

We also need to evaluate the personnel structure of our educational systems. Usually we think of the school principal as one of the key educational leaders in our American system -- and indeed that person is. The principal sets the tone for how a school in a given community and the school district functions. School principals must become more aggressive and creative in building good and strong cases for the educational resource needs of their school. They should not be just reactive, but should be on the front line to provide the basis for change in policies, budget allocations, and decision making.

For example; I have not talked to one principal who has not been concerned about the continual increase in class size. Increased class size seems to be part of today's answer to shrinking school budgets. These leaders certainly know that there is excellent new research on class size which points to many of the concerns and problems that teachers have today. The fact -- I repeat -- the fact that classes of 20 or less, with teachers who know how to work effectively with smaller groups, make a tremendous difference in the intellectual, social and all-around development of the students. For years, research on class size indicated that it didn't make any difference whether you had 25 or 50 youngsters in an instructional group. This is partially true, but misleading. What recently has been uncovered is that much of our research in this area has been on classes of 25 or more and not on the groups of lesser size. Recent research indicates that we have a different ballgame when we're talking about groups of 20 or less.

How does this really relate to youth violence? It's not a very long way to travel to know that youth who have no individualized attention from their teachers, and the other adults with whom they work in the educational system, are the ones that are most likely to move out into a negative behavior pattern.

As we consider more and better resources for educators, we're not just

concerned about physical plants. We're concerned about people resources that help youngsters from one parent families or, in some cases, no parent families. What educational resources do we have or need for those young people today who live in negative kinds of home and city situations in which they must survive? It is evident that a school, which our young must attend, is the one institution that we must turn to for a great deal of the coordinating effort to mold positive behavior in our youth.

DEVELOPING EFFECTIVE LEADERSHIP IN THE SCHOOLS

Caroline Gillin, Ed. D.
Regional Commissioner for Education Programs
Region IX, United States Department of Education

During the last several days we have listened to many educators and other leaders discuss violence in the schools and make recommendations about what we might do to eliminate violence and have a more effective educational system. In listening to all these discussions I think there are three things to which we all can readily agree.

First, there is a definite need for staff development and resources to help educators address the problem of youth violence. Secondly, there is currently a definite lack of sufficient training and resources to meet these needs and, third, there is no one answer to youth violence. The problems and the resources required to address these problems are as varied and individual as the 16,000 school districts in the country.

In recent years, public attention has focused increasingly on crime and violence in the schools. The Safe School Study conducted by the National Institute of Education and submitted to Congress three years ago indicated that the risk of violence to a teenager is greatest in school, given the amount of time spent there; that the risks of personal violence, personal theft and disruptive or damaging acts in schools are highest during regular school hours; and typically a school's risk of experiencing some vandalism in a month is greater than one in four.

Teachers, administrators, counselors and other staff are trained to educate students. Never before have they faced so many significant non-educational problems. Yet the climate of the classroom and the climate of schoolyard do not allow, much less encourage, learning; their work becomes difficult if not impossible. The obvious conclusion is that educators must be provided with the skills needed to address these problems in order to accomplish their greater educational purpose. They may not like or want this responsibility, but do they really have a choice? So where do they gain the skills to address the problems of disruption and violence in their schools? in our schools?

While the public and the education community have recognized the difficulties, not much progress seems to be occurring in providing educators with the training and resources needed to deal with these problems. There are some small, but hopefully positive, federal efforts to assist.

In one case the Department of Education's Office of Alcohol and Drug Abuse Education, headed by Dr. Helen Nowlis, supports five centers throughout the country that train teams from schools to analyze and address their particular problems. (This program was transferred from the Department of Justice to the former Office of Education.)

This school team approach rests on five assumptions: (1) there is no one solution which can be packaged and distributed for use everywhere; (2) solutions to local problems can be developed best by the people most concerned with them; (3) local people can be given the skills necessary for them to implement their own solutions to local problems; (4) a team can be more effective than individuals working alone; (5) effective programs require change, and lasting change can only come when all groups concerned with a problem are involved in the change effort.

The first phase of a four year evaluation of this program has been completed by Social Action Research Center in San Rafael, California. The results are encouraging. The problem, of course, is that this program can reach only a limited number of schools each year. The hope right now is that there might be a ripple effect. Once changed, a team might help other schools in their area. Besides these two projects, funded by the Department of Education, the Department of Justice has also been funding alternative approaches through its Office of Juvenile Delinquency Prevention and some efforts are being made by private organizations.

A major conclusion of the study in San Rafael pointed out that strong and effective school governance, especially by the principal, can help greatly in reducing school crime and misbehavior. As in studies of other current educational problems, the leadership role of the principal seems to be a critical factor. It is long past time that the necessary leadership and management skills be a stronger part of the curricula at colleges that prepare our school administrators.

Pre-service teacher training must also include intensive training in classroom management. The education community needs to make this demand clear to our training institutions.

Perhaps teacher centers throughout the country could become more of a resource for training and the sharing of problems and potential solutions. Here, too, it would seem to me that we must use the team approach in the preparation of teachers and administrators. It is not enough that universities and colleges do this alone. Schools and communities, as well as local industries, together must define needed skills and assist in developing support and training techniques that are needed by the teachers and administrators.

This brings us back to the earlier point that the kind and extent of these problems are as varied as the school and the people in them. No one solution works for everyone. There are just too many variables. This gives us all the more reason that solutions must be developed at the local level. Local educators must be given the skills to both identify and analyze critical factors leading to the negative climate in their schools and develop programs to change those factors. There is no simple solution. All the people, must come together, and work together,

to provide the support that the schools need in order that our young people can succeed and that our teachers can feel confident and secure in their work.

CALIFORNIA'S SCHOOL IMPROVEMENT PROGRAM

Larry Harrington, Ph. D.
Program Manager, School Attendance and Environmental Security
Consolidated Programs Division, California State Department of Education

It is a pleasure for me to have this opportunity to talk to you about California's School Improvement Program. Those of you who are from California, I am sure, recognize the School Improvement Program as being the result of a long, hard, and dedicated effort by Superintendent Wilson Riles and his administration. The program has been in operation now for several years at the elementary level and has made good start at the secondary level. Because of its results, it is now sometimes referred to as the School Improvement Opportunity.

In my opinion, school improvement is a straight forward, common sense process and approach to planning and programming for education. What is intended is nothing less than a thorough and ongoing analysis and improvement of the entire school program, all curricular and related parts of the school program for every student.

The focus of school improvement is on individual students. School improvement challenges the school community to be clear on what knowledge, skills and values it intends for students to acquire. It challenges teachers and administrators alike to work in partnership with parents and students in judging whether the school programs allows each student to move steadily toward the intended outcomes, and to transform the program as necessary so it can accommodate differences in individual student needs, strength, interests or learning styles.

In the school improvement process, each area of the school program is examined in detail to judge how well it accommodates student differences. Changes are planned where improvement is needed. Elements of the existing program that are working well are retained. As changes are put into place, a frequent review is important to determine how well the modified program is working, so that adjustments can be made accordingly. Throughout, attention must return repeatedly to what student growth is occurring toward the intended knowledge, skills and values.

School improvement funds are different from traditional categorical funds available to schools in that they are expressly for improvement of all areas of the basic or regular school programs -- Art, History, Auto Mechanics, Mathematics, Literature, etc. School improvement is catalyst for the school community to work with the heart of the school program, to increase the program's capacity for being responsive to the individual student's situation. This requires careful attention to supplemental funding such as Title I and the Mentally Gifted Minor Program to insure that the supplemental activities are coordinated with the

re-enforcing to the regular programs. Programs such as these should be fully integrated into the total program rather than become appendages.

School improvement is also an opportunity for a school to consider what may be missing or neglected in its program. Almost any school has paid more attention to some areas than others. Statewide, in California, there are three priority areas that have been neglected or given inadequate attention in many schools. Each school improvement school is asked to examine, to the extent it can appropriately, how effective it has been in these areas. These priorities are then to be addressed in the context of, not in lieu of, the central purposes of school improvement.

First, proficiency in basic skills is now of specific legislative concern for all schools. Each school is to insure that every student becomes proficient in at least the basic skills of reading, writing and computation. Further, with school improvement the program should be academically vigorous enough to make sure that no student is stopped short or slowed down in his or her academic growth with full opportunity, if desired, for high quality university preparation. School improvement challenges the school to know enough about each student to have the student's own program constantly tuned to his or her present status in the school.

Another statewide priority for the program is occupational preparation. In all too many cases, occupational skills instruction and specific job training have been relegated to a single department of the school. School improvement challenges the school to find ways to integrate occupational preparation classes compliments and re-enforces the agreed upon knowledge, skills and value objectives.

A third priority for California's secondary schools is to increase the preparedness of students from traditionally underrepresented minority groups for college and university entrances. School improvement is dedicated to insuring that every student receives support towards his or her maximum possible achievement. The question of what particular kind of motivation and support can be provided for the underrepresented minority group students is a challenge and an opportunity for many schools, especially those senior high schools with large minority populations.

Schools involved in the school improvement effort must deal with the whole program -- for all students. The process is serious, hard work and is not accomplished in just a few months. A full year planning is provided and experience has shown that this was barely enough for two groups of secondary schools to begin school improvement. In the first year, a school should probably concentrate on no more than three of four program areas. These need not be chosen along departmental lines; in fact, experience has shown that better integration and articulation of programs for students are achieved when planning is multi-disciplinary. At the secondary level, five years are allowed for encompassing the total program. As experience is gained in the improvement process, broader efforts can be undertaken effectively for the second and third year.

In getting started, the school site council members of the school are advised to review the original legislation and other pertinent documents for background. Also, valuable insights can be gained from visitations or discussions with current school improvement participants. Not all participating schools are prepared to host visitations, but virtually every involved person is pleased to share some experiences. In beginning the school improvement effort, every school should note that there is no proper "model," certainly no definitive experience.

School improvement offers great latitude to the school planner in deciding how to increase proper quality. It is not a project separate from the day-to-day operation of the school. It is not intended to provide a series of "mini-grants" around the school. Nor is it for improving physical facilities; that continues to be the full responsibility of the school district.

School improvement is essentially a local undertaking. Each district governing board has a master plan which includes policies to guide the development of their schools' efforts. These policies cover the full range of the process from the establishment of school site councils to the criteria for local approval of school program plans. The master plan also includes the district strategies for assisting the schools with their individual efforts.

Each participating school is responsible for developing its own objectives for students, its own strategies and techniques for program improvement. The central requirement of school improvement is to re-design and transform the program as necessary for it to be responsive to the individual student, to allow the student to have a challenging, productive and satisfying school experience.

Ted Sanders
Superintendent of Public Instruction
Nevada State Department of Education

(The following summary is paraphrased and based on the tape of the presentation.)

There's a great deal in the literature devoted toward the whole topic of leadership. In today's organizations, the major attribute that distinguishes successful organizations from unsuccessful ones is that of dynamic leadership. At a recent meeting, Sam Halperin stated that leadership is really managership. A good classic definition for management is nothing more than getting things done through people. Leadership is the ability to take your view of reality and convince others that indeed it is reality, which might be defined as charisma.

Some work in the 70's by Hersey and Blanchard, relative to their identification of the need for human relations skills to complement the technical and conceptual skills necessary to achieve effective leadership,

found that the technical skills are the ability to use knowledge, methodology, technique, and materials required for a specific task. These technical skills are typically acquired through training, experience or education. Human skills are those abilities or judgements that are necessary to work with/through people. Conceptual skills are the ability to understand the complexity of the organization and to recognize or entertain where one's own job fits within that organization. Leadership is something that requires a perception of needs, a structuring or an ability to structure the task that must be performed, and then a recognition of the relationships between the players to get the job done.

The greatest leadership challenge in society will be to manage organizations whose boundaries have become permeable in such a way that you can deal with the organization and still get the job done obtaining the objectives of that organization. There was a day when the education enterprise had an integrity to its own boundaries. That no longer exists. The public and the employees have learned how to mobilize forces to accomplish their specific interests. It is time that we invited them in and allowed them to participate in the education enterprise, thereby achieving a much more balanced organization.

Support systems are probably the most important things we need to deal with as a group. We are going to have to provide for meaningful professional development directly related to the expectations and the conditions that are evident in the work environment. We have, in the State of Nevada, a principalship improvement project in conjunction with the Far West Laboratory. Dr. John Hemphill, Director of the Far West Lab., and I share the recognition, or belief, that principals can, and should make the difference in public schools. All current research points to the fact that principals can make the difference. We see principals as the key to changing the schools. Therefore, in conjunction with the Far West Laboratory, we have developed a training package anchored in two basic things. Our belief is that there is a repertoire of skills that a principal ought to have as he/she functions in the school environment for problem-solving. The second thing is that problem-solving skills are important in the principalship. We had principals, supervisors, and superintendents clamoring to get into the training program.

We have to provide the means for those in the school environment to cope with stress. We have to develop better assessment of techniques to be used at the entry level into the profession and to determine who we are going to promote into other promotions of management and leadership of students.

We are going to have to work to clarify our goals of education. My concern is about people in the principalship role. We need better means of collecting data and feeding it back into the system. I am talking about action research where information is collected, analyzed and put back into the system in such a way that decisions, day by day, can be based on the information. Currently, there is a very impressive body of research. Yet the research is having very little effect, because it is not available to those people who are making decisions. We need to develop some means to get that information into the hands of those decision-

makers in the schools so they may use it.

We are going to have to improve or to develop rewards. We need a better means of evaluating and feeding back on individual's work performance. It has been my experience that most people don't want to fail. They want to succeed in any work situation they find themselves--be it in the classroom, or in an administrative position. In Nevada, the decision to place an individual on tenure or postprobationary status is based on very little information. We need to improve the evaluative techniques.

We need to take some steps to give teachers time to teach. Perhaps it is time to examine ways or systems to minimize regulations and their intrusion into the classroom. Try to develop a means to write an impact statement for policy of regulations for Boards of Education so everytime a Board makes a decision, they know what kind of impact that decision has on classroom teaching time.

Responses to Questions

We do have career education plans. We have career education, career exploration, vocational education. We are presently working on plans where every freshman or sophomore will have career counseling or a career profile experience along with the parents and the staff in looking at life careers--not just vocational experience, not just academic experience, but work experience and community-based activities that ties to some career.

Chris Mitchell
President, Experienced-Based Career Education Program
Student, Washoe High School

(The following summary is paraphrased and based on the tape of the presentation.)

Violence in schools mainly happens during school hours. There are three different groups in the school. There are the heads, the drug users, the jocks, people who are in athletics, and the cowboys. We're in constant battle with each other. There is constant competition to get the teacher's attention. What we need to do is to get five or ten representatives from each respective group and bring them together on certain specified days during the school month to have a meeting to see what we can do to bring about changes in the situation. Try to stop the violence. Get more help or change, whatever you need. Media spurs even heavier violence.

Teachers are trained to come in and educate. What they should do is to help you along, so you might be a part of something. You may need more help with something else. They can help you. You have a problem. Maybe it's a problem at home. It's affecting us. They can help you by

talking to you. Instead of just being your teacher, they can be your friend, like a counselor. Some teachers just go overboard. They try to dig in too deep to your feelings immediately. They should set up times. Take a period once a week for everybody to get together and talk, to let more of what you're feeling come out, instead of once a month, where you skim right over the top. We have to start working with problem students, to help them out of the hole they buried themselves into, and get them back on the level where they can work with society. We have some counselors that come in once a month. I think it's a waste of time. We say what they want to hear and work with them. As soon as they are gone, we go right back to what we were doing before. What we need is counselors to be there all the time. Teachers could help with us, too. Instead of just being an educator, be a friend.

In class, you need help with something. There are thirty or forty people in the class, and you can't get the attention or the help you need. All you do is get frustrated and say "I'm not going to do this anymore. I'm not going to school. I'm not going to go to class." So you're gone. You're out, either on drugs, or getting in fights, stealing things, stealing money from someone so you can pay for your drugs. It is a vicious circle. All you do is bury yourself in a deep pit. I've been there, and I'm starting to come out of it, but it's hard. It's hard for students to get, nowadays, what they need. The school system, as it is now, doesn't help the students. It's helping you to go into college. I'm going into college, but a lot of things I have to take don't tie in with that.

I got into this because when I was going to school, they didn't have what I wanted. I wanted to go into computers. All they were preparing for was to go on to college. I know I need to go on to college, but they didn't have the right classes. They didn't have what I needed to take. I was wasting my time. So I didn't go. After awhile, I was going two or three periods a week. I was getting into a lot of trouble. But now I am in this program at Washoe High School, aiming me toward what I need to do instead of wasting my time on things I don't need. If we could get more programs like this, the attendance would go straight up. It's a good situation. We have about fifteen people. Everybody knows everybody in the class. We are all friends. I haven't seen a bit of violence.

The Programs on Alcohol and Drug Abuse. As soon as you start getting stoned, you want to find a better and better high, so you keep on. You go on to downers, then on LSD. I smoked pot for four years, and it has destroyed my memory almost completely. Start out in the beginning schools. Bring people like myself, or other people in drug programs, to grade school to talk to classes, instead of a person in a three piece suit coming into class. Most of the time you don't pay attention. You have to have someone who can talk to kids and know, on the level, what it is using drugs.

Government Funds. I've been in several programs in a small town in Tonopah. We had a good program started for substance abuse with the people there. It got half-way through and was really starting to help the people, but the funds just quit, and there was no more program. There were no more meetings, no dancing. A lot of people said, "If this is

the way the system works, why should I work for it." The night, at the meeting, they said we have no more money. We can't do this any longer. We had a large riot. There was $5,000 worth of damage. That was because the funds stopped. It wasn't costing that much. They thought, "This is a small town. It doesn't really matter," which I think is wrong. If it doesn't work, channel it off to something else that is working. We need to find many solutions for different areas. We need a different program for each different area.

Stronger Leadership. I don't think that's the case. We need more listening and helping, sometimes following. We need principals that say, "Alright, you go start it up. You get your students involved in this." The principals can sit back for awhile and watch. If they need help, then jump in and help and not always say, "Alright, follow me boys, we're going to do this." We need more following with the staff. They come up with the wrong ideas sometimes, and push on us, and we go against it.

SESSION II: INCREASING EDUCATIONAL AND RECREATIONAL OPPORTUNITIES FOR YOUTH

Facilitator: Jim Bean
Director, Elementary and Secondary Education
Nevada State Department of Education

-Al Bravo, Latin American Information Center
-Lieutenant Larry Dennison, Reno Police Department
-Annette Gromfin, University of Southern California
-Warren Tappin, United States Department of Education, Region IX
-YOUTH: Darryl Feemster, University of Nevada-Reno, Student

At the suggestion of the panelists and the discretion of the facilitator, the session was opened with an introduction to the presenters and a very short comment by each presenter on his/her work and involvement in the area of youth education and recreation as it relates to youth violence. Each member of the audience was then afforded the opportunity to meet, for twenty minutes, with the panelist of his/her choice. After the twenty minute conversation time, each panelist presented, to the total audience, suggestions and comments to questions generated in the twenty minute small group session. Some of the important aspects of the presentations follow:

-Opportunities for youth to be actively involved in wholesome and healthy activities and programs are a must.

-Competitive sports and recreation activities, such as those of the Boys Clubs of America, Boy Scouts of America and others locally organized were examples cited. Youths need to expand energy in socially acceptable ways.

-Starting youth early to help other youth to become involved in organized recreational activities such as athletics and sports is important.

-Programs which make use of role models emphasizing the courage of individuals were cited.

-Creating a team experience and cooperation was presented as being important. A project team action at Yerba Buena, San Jose, California, it was explained, raised grade point averages, decreased drug use and decreased the incidence of youth violence.

-Conflict and violence, it was cited, stems from community and organizational failure. Solutions bring around agency rapport and decentralization of efforts involving many programs at all organization levels.

-Recreational activities of all kinds available at varying hours are a must in deterring youth crime and violence. Qualified people and programs must be available for youth when in need.

Stressed was the need to use a one-to-one (and pay the price) when necessary to defer youth violence.

-Police officers, it was reported, are many times involved as individuals with youth and youth programs. The officer on the street can be, and many times is, a counselor of youth. Unfortunately, not enough training has been made available.

-Fewer services and youth programs (such as the Boys Clubs) are provided for girls. Programs are needed for girls as they do become involved in youth crime and violence. The family unity must be strengthened with reference to the particular culture of the youth being helped.

-Linking and networking is very important. There is a need to plan to network for services, breaking down the agency and institution barriers to cooperation. Part of the networking must involve the willingness to do needs assessments and negotiate for needs with the community. There is already indication of needed change in institutions, change in staffs, change in outreach and the building of interrelationships.

-A need does exist, it was cited, for multiple levels of involvement for youths. Many have talked about the social development of children, almost to the extreme, we must now look at short term success opportunity of three or four different parts of every program for youth in order to meet the kinds of needs of each to be assisted. These youth more than not are in need of personal socially acceptable success.

Al Bravo
Youth Director, Latin American Center

(The following summary is paraphrased and based on the tape of the presentation.)

My work is mainly with the Hispanic community in Reno and in the Northern Nevada area. I'm a substance abuse and alcohol counselor. I deal mainly with prevention and education, work closely with the ESL program in the school system and with the home.

The family unit is very strong in the Hispanic community. Many times the children or teenagers that I work with don't have time for recreation. They don't know how to utilize it because of cultural and linguistic differences. Therefore the problem occurs. Sometimes they go into some drugs, especially alcohol. Alcohol is accepted in our society and in cultures everywhere. There are cultural and linguistic differences and the stress of the urbanization process. These people I deal with come mostly from rural areas, are moving into the Reno area, which is highly urbanized, and work in the casinos, factories, and warehouses. The child is put into the school system. The school system does not understand the child. The home does not understand the school system.

One of the facets of my job is to make them aware of their differences. I point out to the teachers in the university and the high school that these people have differences and how to deal with them. We touch base on their cultural differences pertaining to religion, economics, politics, family unit. Once the school system knows this, the teacher or counselor can understand and work well with the child. If the teacher or counselor needs help, they can call, and I will work with the family unit, which is very strong. They are very supportive of the child getting an education.

Many of the kids have to work an extra 20 to 40 hours a week besides going to school full time. They have little spare time. I show them there are alternatives to getting together and drinking beer or smoking pot all the time. I very seldom see many of my clients or their children in the legal system. I stress the fact that "You don't want to make your family look bad. You don't want to let your parents down." It is very important in our culture to make our family look good. I also tell the person involved if he or she is going to be in this culture, it is important for them to learn to become a part of the culture. Not to assimilate, not to homogenize, not to become a part of the melting pot, but to be a bilingual and bicultural person. You can take the best of both worlds without losing your identity and pride. Religion is a very strong part in our society.

The Latin American Information Center has supporting systems. Our whole staff is bilingual. Most of us are bicultural. They have an affinity for the problems of these people. We make teachers aware where the

differences lie and how to deal with them. Consequently, education is facilitated and the teachers can have pride in their work that the children are learning something. Consequently, the Hispanic individual who is here for economic reasons becomes a better person in the community and increases his productivity. We assist the school system and the community to accept and know the differences.

Lawrence C. Dennison
Lieutenant, Youth Services, Reno Police Department

Everyday we are called upon to make decisions which will affect not only the lives of others but our lives as well. For anyone to make a decision it ought to be made with at least a minimum of information about the consequences, both positive and negative, resulting from that decision.

Children within our society tend to look upon their actions as not really affecting anyone else. The stark reality of the consequences of those acts usually do not reach focus until the child has become an integral part of the Juvenile Justice System.

While these thoughts are not revolutionary, their relevance to what can be done depends, in large part, upon children's observations of themselves within our society and maybe as important whether or not they understand their ability to impact on that society.

The role of law enforcement, where a child is involved, concerns much more than the delinquent set or the status offense of the child. The long term welfare and well being of that child becomes an integral part of both the investigation and the relationship between officer and child.

The interrelationship between that officer and those service agencies which will be handling the child must have been established for some time prior to the need for that service. The ability of an enforcement agency to impact the educational system may well be accomplished through the implementation of Law Related Education. For a child to receive basic information about the law means that the child may then make a rational decision about his/her actions. The child may also understand that an officer has the child's welfare at heart, even though the officer's acts may seem negative. Most importantly, the child may even be able to view the officer not as the "Flat Foot", "Fuzz", or "Pig", but truly as a friend who can be called upon both when in trouble and in need.

INCREASING EDUCATIONAL OPPORTUNITIES FOR DELINQUENT YOUTH

Annette Gromfin
National Coordinator, Technical Assistance and Community Based Education
Teacher Corps, School of Education, University of Southern California
Los Angeles, California

Given lessening resources for programs and resources in schools, the community becomes a very important partner in continuing to provide educational opportunities and in broadening educational programs. However, communities more and more want to be part of the development of programs and don't wish to be brought in to approve or service completed projects. To involve communities early in identifying educational needs, we can use needs assessment approaches. This gives planners a clearer picture of community concerns. interests and areas they wish to support. Involving communities early will foster greater support for programs and better understanding of the purpose of the educational effort.

This is an excellent approach in which to involve students. They can participate in a number of ways:

- Helping to develop questionaires in the language of the community.
- Interviewing community residents.
- Tabulating results.
- Public information sessions.

This helps build better youth - school - community relationships and at the same time helps focus program efforts on areas of concern to the community as well as the school.

Additionally, we examined the subtleties between "wants and needs". Schools often take the position of meeting constituent needs. They don't realize that too often, they are deciding those needs. We need to know what people want. Their wants are tied to their hopes and aspirations and often give us clues for future direction.

ON THE TEAM AND ON THE BENCH

Warren R. Tappin, Ph. D.
Director, Division of Educational Dissemination
United States Department of Education
San Francisco, California

Experience from twenty years of coaching and directing balanced athletic programs from the elementary through the university levels was drawn upon by the presenter to make the following basic points:

1. A well balanced athletic program, with a variety of sports whose component skills are taught by skilled teachers (coaches) whose primary concern and responsibility is for the individual

youngster and not for a winning record, can assist the young to:

a. Satisfy the needs to belong, to develop self-confidence and self-reliance and self-worth which may carry over into the classroom and other areas in a positive way.

b. Provide incentive to not only remain in school, but to develop skills which may enable the youth to obtain a college education and to become upwardly mobile.

c. Sublimate aggressive tendencies into athletic outlets which may provide positive ways of using leisure hours for a lifetime.

d. Learn to integrate socially with youngsters of different ethnic, cultural, and economic backgrounds in becoming members of a team.

2. With the present dearth of positive adult role models, outstanding coaches and athletes who have high ethical standards of conduct may help to fill this void. (The number is increasing.)

3. The "On the Team and On the Bench" concept, with the accent on involvement and controlled risk was correlated with the highly successful Yerba Buena High School, San Jose, CA School Interagency Team Approach.

Darryl Feemster
Student, University of Nevada-Reno

(The following summary is paraphrased and based on the tape of the presentation.)

Recreation is very important in deterring crime. We have a recreational program in the junior high school in the area where I live. Many times there may be an open house or a conference at the junior high school. For one period the junior high school was closed for two months. The tremendous amount of violence and crime occurred in the area within two months, Many people couldn't actually believe it.

After playing basketball for two hours, who has the energy to go out and start a fight. Working at the Boys Club, you can see that also. If you take a group of twenty kids outside, and play football for one hour and bring them back inside, ten of those twenty kids will sit down for the next hour. The other ten will be barely moving around. As long as you have something to do, as long as you have some way of using up your energy...If you just try to sit kids down, leave them indoors with no recreation, they can get really tough.

We have enough organizations and different groups working toward

eliminating violence. If one or two of the different government or private organizations could join together with programs which are now functioning and quit worrying about whose program will be cancelled and whose program will get the government funds this year, they could start putting more energy toward solving the problem of youth violence and education. They take recreation and education and put them on two different sides of the track. Therefore, there is an amazing conflict. If you could just join the two together and quit separating everything, you could get more done quickly.

SESSION III: INVOLVEMENT IN THE WORLD OF WORK
(Developing Vocational Opportunities)
Facilitator: Randall Frost, Ph. D.
Project Director, Sierra Nevada Job Corps Center
University of Nevada-Reno

-John Genasci, Ed. D., Principal, Washoe High School, Reno, Nevada
-H. Eugene Hillygus, Dean, Occupational Education, Truckee Meadows Community College; Member, Washoe County School District Board of Trustees
-Mike Katz, Deputy Administrator, Youth Services, State of Nevada
-Bertha Mullins, Youth Director, Community Services Agency of Washoe County
-Phil Wilbur, Ph. D. Center Director, Sierra Nevada Job Corps Center
-YOUTH: Felix Perez, Student Body President, Sierra Nevada Job Corps Center

Dr. Genasci explained how his high school is organized into several learning centers throughout Washoe County. The students are non-traditional students in that many of them have dropped out of school or been expelled from regular high school. The teacher in a learning center will typically have between 10-15 students at any one time. The students go to school from 3-6 hours a day, four days a week. They have an opportunity to get either a traditional high school diploma or a GED diploma.

Dr. Wilbur explained the basic education and vocational training program that the Sierra Nevada Job Corps Center provides to 600 disadvantaged youths between the ages of 16-21. The Center is fairly unique in that it is one of two centers in the country where a university is the prime contractor with the Department of Labor for the operation of the center. The University of Nevada-Reno is the prime contractor with the RCA Service Company as a sub-contractor for the operation of the center.

Bertha Mullins explained how the Community Services Agency arranges for training of young people and helping them to get jobs.

After the three presentations, the remaining members of the panel reacted to comments that the presenters had made. The meeting was also opened to questions and comments from the audience.

Conclusions

1. Dean Hillygus stressed the importance of establishing more cooperative programs between high schools and businesses, which will allow high school students to work and earn high school credit at the same time.

2. More comprehensive vocational training programs have to be established in our high schools.

3. Programs must be established in our schools that will prepare youths for the realities of the "World of Work" and give them the necessary survival skills to make it in the real world.

EXPERIENCED BASED CAREER EDUCATION

John Genasci, Ed. D.
Principal, Washoe High School

Washoe High School is an alternative high school and the only school in Washoe County that offers Experienced Based Career Education. This class is taught 3 hours per day, 4 days a week, and is composed of 15-18 students. EBCE was originally developed by the National Education Labs and our program is an adaptation of the Far West Model. Briefly, through this program students are able to leave the classroom, get out into the community, and investigate various careers through first hand experience. Once out in the community, they work with community resource people who let the students observe, ask questions, and gain some hands-on experience in each career field. In this apprentice-like situation they are given a rough idea of the kind of skills they will need to achieve their career goal. For the first 9 weeks of a semester, students are required to interview 3-5 resource people. During the last 9 weeks they must complete an in depth project in one career area (time spent on site may vary from 20-100 hours). At the end of the semester they are required to publicly present their project. Academic classroom activities that supplement the career explorations are: daily journals to help develop writing skills and self-expression; weekly grammar, reading, and math assignments; weekly assignments on value clarification; weekly spelling and vocabulary exercises; weekly current event discussions; and on-going job seeking, keeping, and advancement skills. Since the community is our main resource, the class takes bi-monthly field trips, such as: Water Treatment Plant, Sewage Treatment Plant, Space Place, Nevada Historical Society, Nevada Art Gallery, Reno Newspapers, Bureau of Land Management, Air National Guard, Washoe County Library, and Nevada State Prison. Guest speakers also supplement the program with such diverse topics as: child abuse, criminal justice and law, holistic health, environmental awareness, different ethnic cultures, as well as, various career speakers.

Objectives: EBCE focuses on helping the student:

1. explore career interests through first hand experience.
2. find a career direction, thereby increasing his motivation for school.
3. be exposed and taught by an expert in the career area of interest.
4. be impacted by the many interesting people living and working in our community
5. gain a wider exposure to the community and help him feel that he belongs.
6. develop self-confidence and communication skills.
7. become more responsible and independent
8. develop and improve basic academic skills (reading, writing, and math).

Impact on Students: Through subjective observation, we see great growth

in our students in the direction of becoming more responsible, independent, and motivated. Students enjoy the class, the career exposure, and the community involvement. From students' subjective evaluations, they claim that they have learned and benefited from the class.

Impact on Family: Parents highly praise the program, claiming that they are having less problems at home with their kids. Since the parents are feeling less pressure, the students also feel less pressure, which enhances the family environment. At the end of the semester, when the students invite their parents and resource people to hear the project presentations, both students and parents can share in a positive experience.

Impact on the Community: The greater community is served in having individual students gain an awareness and feeling of belonging to the community. The community is also served when students take more responsibility and find more positive directions. Individual resource people enjoy working with and sharing their expertise and guidance with the students, thereby providing more positive models for youth.

VIOLENCE AND EDUCATION

Michael Katz
Deputy Administrator, Youth Services, Department of Human Resources
State of Nevada

Violence is an act learned as part of the Socialization process. It is a response to a frustration, either real or perceived; it is a universal trait utilized as a substitute for the undeveloped skills of decision-making, alternative selection and responsibility assumption.

Violence is an immediate attention-getter, due to its perceived personal impact on others. It will command attention not only by the victim, but by the observers of the victim as well - they might be next!

If the skills of decision-making, responsibility and logical thinking are taught to our youngsters, they would have a greater opportunity to deal with some of their frustrations by being able to clearly think out the alternatives to their acts.

If we are willing to accept that the majority of youthful violence is an emotional response to a situation versus a premeditated goal to serve a specific end, we should be able to actualize the concept of teaching skills that deal with negative emotional responses.

JOB OPPORTUNITIES FOR YOUTH PROGRAM

Bertha Mullins
Youth Director, Community Services Agency of Washoe County

The program purpose is to increase employment opportunities for low income and disadvantaged youth ages 14 to 21, who meet the Department of Labor eligibility criteria. The program provides a variety of services to enable those enrolled to:

A. Design work career goals and ambitions.
B. Develop employment skills and receive training.
C. Stay in school and complete their education.

There are four components that we serve. Work Experience, Education, Tutorial, and Vocational Exploration Program, or VEP. The VEP is designed for 14 and 15 year olds who have little knowledge about the real world of work. The program is responsible for exposing youth to various career exploration. It is sponsored by Washoe County CETA, and is operated by the Community Services Agency.

The Community Services Agency, Youth Employment and Training Program has had an extremely viable effect on the local area. The program itself has, at times, employed over three hundred participants and has helped to lessen the impact of teenage unemployment. Many of the youth have come to depend on the program to help satisfy their economic needs. Also, the program has helped expose youth to a wide variety of occupational choices and training. Before the youth enter work experience, they participate in a two week personal assessment work shop, which deals with self evaluation and career exploration. Many of the youth have been permitted to work in non-traditional jobs, such as, young ladies working as Jet Mechanics at the Air National Guard; Conservation Aides, at Washoe Storey Conservation Administration.

If the youth desire, they may enter a tutorial component which helps them overcome learning difficulties. The staff works with educators to help its participants earn school credits and to graduate. Counselors assist participants to obtain financial aid to pursue their future educational and occupational goals.

The youth program has helped its participants to engage in a number of social activities, by encouraging them to attend local and state youth conferences and by their competing for and winning various social club awards.

Youth participants have also appeared on television and in the press, speaking about their Community Services Agency Work Experience Program and how it has benefited them and the community.

The Community Services Agency, Youth Employment and Training Program has utilized over a hundred worksites throughout the community; among these are Children's Behavioral Services, City of Reno Administration, Y.M.C.A., Veteran's Hospital, Truckee Meadows Community College, and numerous others. Many of these worksites have come to depend on C.S.A.

participants to help them perform necessary work for their functioning.

The youth program has not only aided the community through work experience, but also through education, social activities, and the media.

IS JOB CORPS A VIABLE ALTERNATIVE TO VIOLENCE?

Phil Wilbur, Ph. D.
Center Director, Sierra Nevada Job Corps Center

Origin: The Economic Opportunity Act of 1964

Mission: To assist young men and women in acquiring necessary education, vocation and social skills for them to enter and advance in a profitable, self-satisfying career.

Function: Job Corps is unique in that it was established as a residential program with full support services to assist students in a positive goal oriented involvement. Through contact and guidance from residential advisors, counselors, instructors and recreational personnel, the students are provided with instruction and structure in which to shape their careers. Support staff in Medical and Dental, as well as Career Planning and Placement departments assist the students in preparing for the world of work.

Funding: Job Corps is sponsored by the Department of Labor, Employment Training and Administration, which provides funds to agencies and private contractors to operate Job Corps. The Department of Labor also contracts directly with national construction unions, the UAW and the National Association of Home Builders to provide training on Job Corps Centers.

Number of Job Corps Centers: There are approximately 104 Centers nationwide, operated from 10 regional offices throughout the country.

Student Entry Requirements: Students must be:

1. 16 and not yet 22
2. Economically disadvantaged
3. Demonstrate an interest in training
4. Is not under court supervision and
5. Has the ability to benefit from training.

Training Opportunities: Although most Centers offer training in at least 10 occupations, the larger Centers offer programs in at least 30 to 40 different jobs. In all, Job Corps provides training in over 160 different occupational titles. Additionally, Job Corps provides courses in reading, math, GED, health, cultural awareness, job seeking and job coping skills, driver education and consumer education.

How To Enroll: In most states, students interested in attending Job Corps, may contact their employment service office or representative from the Women In Community Service organization.

"WE'RE THE FUTURE!" THOUGHTS

Felix Perez
Student Body President, Sierra Nevada Job Corps Center
Son of Cuban Refugees who live in Southern California

(The following summary is paraphrased and based on the written presentation and on a telephone conversation.)

Today, the majority of people tend to think the worst about young people. Adults have a tendancy to associate teenagers with drugs and violence. These same people forget that the fault lies not only on youth, but on society in general.

If young people use drugs, it is because they are available to them. This generation is the product of past ones. As children, we saw our parents cope with their problems with alcohol and pills of all kinds.

One speaks of violence among today's youth, but one seldom thinks twice about owning more than one gun in the home. As kids, we heard about peace by men who declared wars. The wars were not well-liked, yet many of our young people were killed in wars that had no meaning or purpose.

Schools are another problem today. People say that society is wasting money with people that do not want to learn. Kids are so wrapped up in violence and drugs that learning is not one of the things they're interested in. Maybe, just maybe, couldn't it be the teacher's fault? They're not to be blamed entirely. Parents unload the kids in school, a place not unlike a daycare center, until they get off work. Later, when the kid needed help with homework, the parent would either be too tired of did not understand the work themselves.

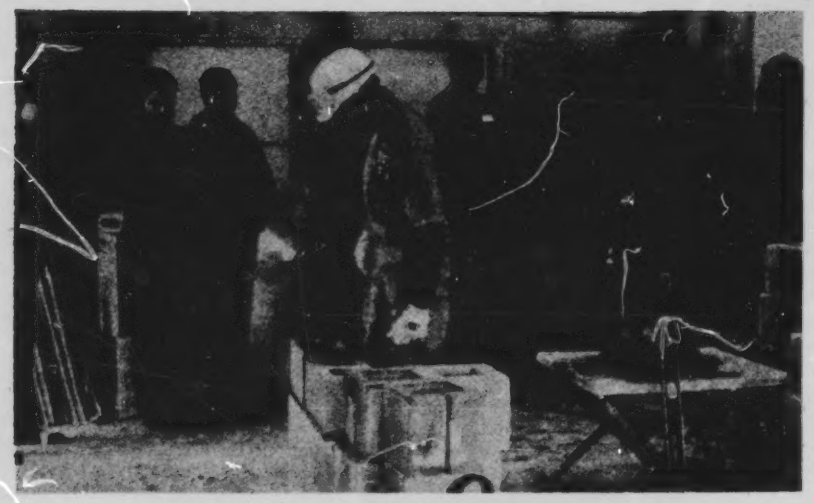
A few of us, who were lucky enough to graduate from high school, were left with another problem. Where would we go from here? What would we do? No one ever taught us how to survive.

I am one who feels that schools should be half academic and half vocational. Anyhow, isn't that what our lives will be about someday? Schools should teach children more than academics. More vocational skills should be taught. After youths leave school, they don't know what to do. Schools give up too easily. They are not self-paced. Students are placed in an opportunity class. People feel inferior in opportunity classes.

If parents would start focusing on their children more and stop worrying about what kind of house they live in or what kind of car they drive, I feel it would be a giant step toward solving some of the problems we now face.

Youths do lots of positive things. When we look at the media and movies, they portray youth like murderers, rapists, druggers. Youths learn violence. I saw violence around me. I don't like the way youths are portrayed on T.V. Media and films should show more groups of young people helping; involved in volunteer programs with senior citizens;

more programs with people helping people; how life really is and people making it work; how people overcome negative aspects of life by living life the best they can without the use of drugs or violence.



SESSION IV: LAW AND YOUTH
(Identifying and Developing Juvenile Court and Law Enforcement Programs
to Reinforce Positive Behavior in Youths;
Involving Youths in Peacekeeping in Schools and Communities)
Charles E. Springer
Supreme Court Justice, State of Nevada

-Roger J. Detweiler, Executive Director, State Bar of Nevada
-Randolph Riley, District Attorney, Raleigh, North Carolina
-YOUTH: Meredith Browning, Experienced-Based Career Education, Student, Washoe High School

IDENTIFYING AND DEVELOPING JUVENILE COURT AND LAW ENFORCEMENT PROGRAMS

Charles E. Springer
Supreme Court Justice, State of Nevada

(The following summary is paraphrased and based on the tape of the presentation.)

The first program that we ought to think about when we are talking about law enforcement in the courts is the program of accountability for the commission of criminal acts. I start from this starting point, that the responsibility of any person, young or old, in civilized society is to obey the rules. We have lost sight of that point in our correction system. The first program I want to talk about is accountability. The 1899 Juvenile Court Act had two basic rationales: 1. We were having too many children locked up with adults, being branded as criminals, and being associated with adult offenders. 2. The philosophy of the time was that the new social scientist could understand human behavior and the causes of human behavior. By understanding the causes, they could prevent misconduct and could cure or treat misconduct. This is how we got involved in the medical model of treatment, based on the idea that all misdeeds, all misbehavior is a product, not of moral wrongdoing, but a product of certain psychological determinants that produce misbehavior.

I start out with a program of social responsibility, a requirement that our court announce to the public the necessity for moral responsibility. The child who has violated the law, a child who has broken into someone's house, a child who has stolen a vehicle, a child who has done anything that is a violation of the law, I suggest that we advise the child that he has the responsibility to obey the law. Built into any program for juvenile delinquents has to be a program that shows the disapprobation of society for criminal activity. We react to the violation of rules by affording some kind of discomfiture, because of their actions. What we are going to do first depends on the seriousness of the offense. We are going to show what it is like to be confined for a couple of days. Eventually, if that person insists on this kind of conduct, we are going to probably confine him to a longer period of time. Then we ought to address the problem of the victim. With the case of the juvenile, we ought to have the juvenile see the nice little lady whose television he took. He should show up with enough money for a new television set and with $100 more that he had to raise at his own sacrifice. I want the kid to be doing social service at the hospital. I want the kid to be tutored. I want the kid to be restricted to his home for 30 days. All of these options to show disapprobation of society.

It seems to me that the idea of our having adopted a Juvenile Justice System since 1899 has dealt entirely in the medical treatment model, and has completely avoided any sense of moral responsibility for criminal acts. We see these kinds of things even at the national level today. We find the diversion programs, the alternatives to incarceration programs. They are all geared to the treatment programs. I am looking for ways to bring children in and tell them they are responsible for their criminal acts. I am talking about a program of civilization, a program of socialization, a program that shows us that the courts and we as citizens do

not approve of criminal activity.

Once we have found accountability, once we have told this kid we don't approve of what he is doing, once we have made him uncomfortable, then we start trying to help the kid from a humanitarian and social standpoint. Look at what caused this kid to do what he did. The first element of any social program shoud be the process of socialization, the educational process that tries to tell children what their responsibilities as citizens are. I am very enthusiastic about law related education courses in the schools, which help children to understand their responsibilities. Secondly, the program includes attention to the most obvious defects. We all know that most children who come into the juvenile justice court system as serious or persistent offenders, who are looking toward incarceration or confinement, can't read or write. Let's teach them. Attend to any physical defects they might have. Attend to any problems they might have that can be addressed by counseling. Failure to fulfill basic needs is one of the things that produces violence, probably more than any other single factor.

The concluding area that I would like to mention is the much overlooked area of prevention. The social scientist, as well as the medical scientist have not recognized the influence of environmental factors on behavior, such as biochemical changes that result from environmental intake by food or the air we breathe.

Children predisposed to violence are largely incapable of forming a loving, trusting, human relationship with any other being. They grow up and have kids who do not have loving, trusting relationships. Start paying attention on how we raise our kids. A child needs care, attention and nurture to develop properly. I suggest that we have an educational program.

OPERATION WAKE-UP

Randolph Riley
District Attorney, Wake County
Raleigh, North Carolina

On July 1, 1976, the school districts of Wake County (North Carolina's third most populous county) and the City of Raleigh were merged. Because of increasing problems with violence in the schools and other failures of discipline, the School Board adopted a stringent new code of conduct in January of 1978, featuring sanctions of up to ten-day suspensions and full school year expulsions. Discipline improved thereafter, except in the area of substance abuse. During the '78-79 school year, there were 62 expulsions for marijuana use in high school, 10 for other drugs, and 59 for alcohol possession. In July of 1979, the Superintendent collaborated with the Chief of Police of Raleigh and the Sheriff of Wake County to devise an undercover operation to pinpoint the suppliers of drugs on campus. When school opened, each of the twelve senior high schools and two junior high schools were infiltrated by specially-trained technical institute students with the assignment of making

purchases from drug suppliers on the school grounds.

After 46 days the agents were withdrawn from the schools and sealed indictments against each student who had sold drugs to the agents on at least two occasions and each non-student who had sold on any occasion were presented to the grand jury. During the campaign, weekly meetings were held among the District Attorney, Sheriff, Chief of Police and Superintendent of Schools. The District Attorney requested that an alternative school program be established for non-juvenile students who were first offenders. The School Board approved such a program, which featured a capacity for 65 students, insulation from the general student population, restitution through daily community service, physical labor, nightly classes (continuing courses in which the students had been enrolled), required conferences with parents and the program advisor, and credit toward eventual graduation. A pre-existing program, less rigorous, provided a similar opportunity for students under 16.

Over 100 students were indicted, over 30 juvenile students were summoned by juvenile petition, and about 29 non-students were charged. The students were immediately suspended, but those who were eligible for the alternative school and enrolled were back in class within 20 days. Some 40 students successfully completed the alternative school, and their records of conviction were ultimately expunged after they paid substantial (typically $500) fines from their earnings and otherwise met the terms of their probations.

The undercover operation cost about $50,000 and the alternative school about $70,000. A follow-up "Operation Awareness" surveillance of high schools in the fall of 1980 revealed a sharply decreased incidence of open drug abuse on school grounds. Coincident with the prosecution of criminal charges, the Superintendent established a Drug Awareness Committee composed of members of the Board of Education, law enforcement agencies, broadcast media, clergy, PTA, students, teachers, school administration, and health care professions. This committee surveyed drug usage on campus (finding little use of hard drugs), conducted seminars at each school, and recommended a $66,000 intervention program for abusers and their parents (to be conducted at night), in-school suspension, and twin prevention programs - one to educate parents of elementary school children and another for business and community organizations - at a cost of $17,000. The intervention program has since been implemented.

The source of the drug problem was found to be the ignorance and indifference of parents, teachers and administrators and the openness and lack of supervision of school grounds. The operation proved, as a whole, to be a partially effective remedy to the problem and convinced those participating of the value of interagency and interdisciplinary cooperation and coordination.

FOCUS ON YOUTH PROBATION

Meredith Browning
Experienced-Based Career Education Program, Student, Washoe High School

My first idea or solution from being at the convention is to deal with the real problem. If a person is in trouble there is reason why he or she is doing what they're doing. If the problem is found when they are first referred to the court, they most likely won't be back. If the reason why they get in trouble is found, then dealt with, they won't be in trouble any more. For example, if a boy is caught drinking and robbing houses, look into his home life. If you find the parents out of work and drunk all the time, you know why he is doing what he's doing. If this is dealt with, maybe by placing him in a foster home with counseling, his basic problems are being dealt with. It wouldn't help him to be sent to an institution where he will live in a totally drug and crime oriented environment. It also wouldn't help him to send him home on probation, where he will still have the same basic problems and "reasons" to get in trouble. In his eyes, what he's doing is easily justified by what he goes through at home.

This ties in with my other idea that courts should examine all sides of a case before a decision is made. In most courts they follow a simple plan. If this crime is done, this measure is taken. The case is never examined for what would have to be fixed in order to help that person with his or her problems and to help the person to live at home. Most people agree families should be together. The courts should help the family stay together, instead of following a set pattern with all cases. No case is exactly like another, so they shouldn't be treated as if they were all the same. If the case is examined, the court should order whatever is necessary to keep the family together.

Institutions should be used as an <u>absolutely</u> last resort, where no matter what is done the person won't change. Too many young people are locked up when something else probably would have worked. If a person is placed with people that all have records of serious offenses, it isn't going to do anyone any good. It makes the problem worse. A different home environment or staying home under a structured program might work better for more cases than to just send them away.

Another thing which will work is positive peer pressure. If a student is asked why they did this or that, it might be "because my friends are doing it." Well, if pressure can make someone do something wrong, it can be reversed to make them do things right. Group peer pressure might be the answer to some cases. Groups should get started, maybe as an experiment at first, to see if it works.

I think that if cases were looked at more closely, positive peer pressure was used, and basic problems were dealt with, there would be fewer problems with today's youth.

LEGISLATORS AND TEAM ACTION TO DECREASE VIOLENCE

Moderator: Robert Dickens, Ph. D.
Director, Educational Telecommunications
Office of Communications and Broadcasting, University of Nevada-Reno

-Mayor Barbara Bennett
-Joseph Crowley, Ph. D., President, University of Nevada-Reno
-Richard Dankworth, Ed. D., Vice-President, Public Affairs, University of Nevada-Reno
-State Senator James Kosinski
-James Richardson, Ph. D., Professor of Sociology, University of Nevada-Reno
-State Senator Sue Wagner
-YOUTH: Chris Mitchell, Experienced-Based Career Education, Student, Washoe High School

(The following summary is paraphrased and based on the tape of the presentation.)

Our topic deals with legislative strategies to decrease youth violence. Our panelists are policymakers who deal with various aspects of youth related topics in the legislative process. We also have administrators who are involved in the day to day communication with a variety of Federal, State, and local programs administered at the University of Nevada-Reno and other institutions. We have a student, youth representative on the panel. The programs, policies and other kinds of activities they've been involved in have a bearing on youth, violence, and legislative strategies. We will discuss the ways in which legislators and administrators evolve and implement new programs for youths to decrease violence.

Virginia Cain
Curriculum Director, National Council of Juvenile
and Family Court Judges

(The following summary is paraphrased and based on the tape of the presentation.)

This conference was directed toward policy makers. You are the movers, the shakers, the directors of programs. You are the ones who understand the legislative process and can help to shape the policy that is going to improve the world for children. It's important that you take back the message.

It is important to recognize that only through the legislative process, only through the lawmakers, only through those who appropriate the funds, only then can we really effect change. It's our responsibility to educate those who legislate. It's our responsibility to remember that the White House is our house, and the man/woman who lives there is only our tenant. The Governor's house is our house, and we allow that tenant to live in that house. As long as they are good tenants, they are allowed to remain, but they have an obligation to us. They are not an unapproachable elite, nor should any member of the legislature, United States Congress, school boards, or any other elected office be considered unapproachable. They are there by the will of the people.

The problem is apathy, disinterest, lack of community participation, persons who say, "It is not my problem, nothing can be done anyway." The only answer is that you, somehow, must encourage more community participation, more human awareness of the differences in our people. What is our challenge? We have to get to those who don't seem to be aware. That is the responsibility of every person.

A great man, Adlai Stevenson, said about a great woman, Eleanor Roosevelt, when she died, "She would rather light one candle that curse the darkness." If everybody who attended this conference went out and lit one little candle, we can turn the lights on all over the world.

Mayor Barbara Bennett
City of Reno

(The following summary is paraphrased and based on the tape of the presentation.)

I'm one of your tenants. The success of our attempts are directly related to how you present to us the worthwhile benefits of your needs. It's not sufficient anymore to go to a government entity, whether it be local, State or national, and say, "We need this program!" You have to come to us prepared to describe the benefits of that which you propose

and what the potential savings are to the City. When I get information that tells me that the national costs of vandalism, for instance, approaches six hundred million dollars, that's an amount of money that relates to something that city council members can understand. Is there a savings for them in dealing with the problems that can offset vandalism? I believe there is.

There is a lot of discussion on politics, lately, about conservative and liberal. I've taken to calling myself aggressive. We cannot ignore the pocketbook concerns of the public who picks up the tab for things. If we're able to really substantiate claims that doing certain things will, in the long run, save you dollars, then we're going to have an easier time getting things done.

The City Clerk and City Policy Planning Advisory Council, comprised of representative segments of this community, reviews applications which come in for monetary assistance, whether for community development block grant monies, or from our general fund budget. They make recommendations to the Reno City Council as to how these monies can best be spent. The Community Development Department follows up on these requests, determines that they are what they're presented to be. and allocates funds.

Some of the areas that we've allocated monies that are related to Youth programs are: Camp Fire Girls After School Program; the Program in Northeast Reno, operated by Dave Luckey, designed to benefit hard core, unemployed, young people in this community. Community Services Agency administers funds through their offices. City of Reno has dedicated monies toward the youth center, which will get under construction very soon. There is the Latin Information Center, which is putting up a neighborhood center.

I've been very commited to putting in low income housing in the City of Reno. We have not had any new housing projects, subsidized housing units, for twenty years. We now have 250 under way. We continue to get a lot of resistance from the public, who, unfortunately, do not understand the need and benefits for this kind of housing. This, again, becomes your responsibility. Housing is going to help the single family parent or the low income family survive. We know that there is a much higher ratio of youth violence in single parent families. If we are going to take some of the stress and some of the load off these families, and if we're going to make living possible for them, then it behooves us to move in the direction of helping keep a roof over the heads of these families, of giving them an opportunity to move out of depressed areas, of giving them the opportunity to commit less than fifty or sixty percent of their income to keep that roof over their heads.

Recently, we dealt with the matter of child care. The best we were able to get was a resolution which requested the private sector to voluntarily look at the problems and begin to deal with them.

There are so many problems with these youngsters. Our city doesn't have recreational facilities that are adequate to take this twelve to seventeen age group off the streets, and to give them something to do that

fills their needs. We are attempting to provide adequate youth employment opportunities. Job Corps is really performing a tremendous service in this regard. I really believe that youngsters who want all the privileges of society, and they should indeed have them, must also assume the responsibility of the punishment if they break the laws that are costly or damaging to the community. We do have responsibilities to the public at large, not to any specific group. One of our interests has to be making people feel safe in their homes and on the streets, and youngsters safe in the classroom. That all ties together.

Response to comment: If Nazis can threaten and the Klan can threaten society, they threaten everyone. What does this do to your freedoms you cherish in this country? If the Black community is threatened, if the Jewish community is threatened, we are all threatened. I am threatened by it. We have a responsibility. I don't shirk that responsibility. The City of Reno has long failed to really move on a meaningful affirmative action program. Problems became apparent, and now we are attempting to do something. My door is open to everyone. I have a relationship to the Black community, because their concerns are my concerns. What it requires is a dedication on the part of every elected official to make some of the changes necessary. How do you bring about dedication? You bring it about by this kind of conference that addresses the problems, which lets us know about your concerns and sees that we do something to be responsive to those concerns. You better get busy by bringing your concerns into the public light.

Joseph Crowley, Ph. D.
President, University of Nevada-Reno

(The following summary is paraphrased and based on the tape of the presentation.)

The things we do at the University can be put into three general categories: curriculum, community relations, and services to our students. In curriculum, we offer courses in the control of juvenile delinquency, training for parole officers, a wide variety of child development and psychology courses offered in Departments of Psychology, Counseling and Guidance, Education, Home Economics, the Medical School. We also have courses that deal with parent behavior, parent skills, family interaction, social sociology, anthropology, multicultural education. There are courses in law, politics and history that also deal with violence. The Department of Journalism at the University trains our journalists to deal with the problem of violence. Certainly the media are substantially involved in conveying to us, in our living rooms each night, one piece of testimony or another about violence in our society. It is a tradition in journalism to report the bad news rather than the good news. It might be profitable for the University, in the Department of Journalism, to develop in its students, some recognition of the need to exercise a certain nature of caution in reporting bad news.

In community services, there is a very successful crisis call center

that operates 24 hours a day, that is available to people who are in a crisis. The center and staff is continually in the community presenting training programs and information. Through a Title I Higher Education Act grant, we have a training program to teach parents skills and behaviors to avoid violence. I've been part of the regular task force on child abuse, which has the task of working with community agencies dealing with the child abuse problems. The Psychological Service Center on campus is also involved in community services. We have had, in the past, an Upward Bound Program.

There are many residence halls at the university. My impression is that the larger the hall, the greater the problem of misbehavior and violence Resident hall directors are trained to attempt to prevent and treat problems of violent behavior. We have a counseling center. We have a program that has as its principal goal the education of students about responsible use of alcohol, to prevent major self-destructive activities which may result from the use of alcohol, to prevent drunk driving, accidents, damage to houses, violent behavior.

We have standard disciplinary procedures. An international student advisement office is involved in prevention of violent incidents. We have a substantial enrollment of Iranian students. Since the seizure of the hostages, there have been several threatening incidents. The international student advisor has been involved in prevention of violence.

The University, for two years through generous contributions, at the Honors Convocation, has given a peace prize to a person, or persons, who exemplifies the premise that the use of force is not an acceptable means for settling disputes. For example, the Crisis Call Center staff has been awarded that prize in the past.

Our legislative strategies are dependent on what the resources are. We are very interested in improving these programs. We have a critical need in counseling, and do not have the resources to meet the needs in that area.

EFFORTS OF THE SIERRA NEVADA JOB CORPS CENTER TO DECREASE YOUTH VIOLENCE

Richard T. Dankworth, Ed. D.
Vice-President, Public Affairs, University of Nevada-Reno

The Sierra Nevada Job Corps Center is one of a national system of approximately 100 residential centers in the U.S. and Puerto Rico. SNJCC's purpose is to assist young people from Nevada and Northern California who need and can benefit from intensive programs of education, vocational skills training, and other services, while living in a residential setting. The typical youth SNJCC serves is an eighteen year old high school dropout, who reads at the elementary school level, comes from a poor family, has no job skills, and has been unemployed for many

weeks, or has never held a job. Enrollees at SNJCC are young people between the ages of sixteen and twenty one, who volunteer for the program, and most are impoverished and unemployed.

The SNJCC education program - which is highly individualized and self-paced - consists of beginning, graded and advanced reading, mathematics, and World-of-Work, including consumer education, driver education, and health education. In programmatic areas, diagnostic tests determine academic deficiencies prior to the corpsmember's placement within the program. Curricula are continually revised to keep pace with the changing needs of corpsmembers.

The General Education Development Program (GED) is emphasized for those who are academically qualified. Health education is a high priority at SNJCC. The primary objective of the program is to prepare corpsmembers to make responsible decisions regarding health and health-related matters by providing them with relevant, factual information.

The SNJCC skills training program is designed to provide corpsmembers with structured training that will enable them to obtain, and to keep industry-oriented jobs. Unlike conventional training programs, vocational training programs at SNJCC are designed to permit enrollees to advance their skills to their fullest potential; accordingly, all programs provide for an open-entrance and exit capability. Specific training programs are continually reviewed and revised, as necessary, to reflect the current needs of the job market.

Currently, SNJCC offers training in twenty three vocational areas within the following clusters: Culinary Arts, Health Occupations, Carpentry, Painting, Bricklaying, Plastering, Cement Masonry, Plumbing, Electrical, Building & Maintenance, Automotive, Financial and Clerical, Warehousing, Welding, Vending Machine Repairing and Laboratory Animal Care.

SNJCC is a residential center. All corpsmembers live on site. The residential program is based on the idea that SNJCC youth need a new environment and a variety of services in order to make the most of their training. SNJCC provides a full program - health services, nutritious meals, dormitory life, sports and recreation, student government, entertainment, and other supervised activities - all planned to help new corpsmembers adapt to center life, motivate and support constructive attitudes and lifestyles, and prepare them to function effectively in the outside world.

Although behavior modification, in general terms, is the goal of the SNJCC program, changing violent behavior is not an objective of SNJCC. Rather, corpsmembers are advised at all times that violence in any form is not acceptable behavior at SNJCC, and is cause for discharge. However, many young people who come to SNJCC have had greater exposure to violence than others. This can be due to various reasons. Violent behavior might have been a pattern in the homes. Early failure or meaninglessness in school, coupled with family disinterest or rejection, might have caused some to drift into social relationships where anti-social, and often violent behavior was a common solution to problems.

When problems arise for such individuals at SNJCC, whether social, scholastic, or vocational origin, a response, conditioned by years of experience, may be violent. Such behavior is dealt with immediately. Depending upon the circumstances, discipline can range from immediate expulsion by the Center Director, in cases of personal harm or property damage, to fines, loss of privileges and other measures recommended by a student/staff review board.

Corpsmembers receive vital learning experiences in their living environment. They learn to relate to different racial and ethnic groups, while adapting to group living situations. Strong efforts are made by residential living staff and professional counselors to motivate those who feel alienated and discouraged. Situations are provided for corpsmembers to work cooperatively with adult staff on projects. Finally, corpsmembers are organized into committees to participate in the governance of the center. Committees include: Executive Committee (with Center Director and advisor), Welfare Association Committee (administer corpsmembers Welfare Fund), Food Service Committee, Health Services Committee, Security Committee, Education Committee, Group Counseling Committees (with counselors and residential advisors) and Center Review Boards (with staff). Perhaps the most effective use of corpsmembers in the governance of the Center is done informally by the students themselves; peer pressure. Violence is oftentimes averted when a student is calmed down by other students, "Keep cool, you'll be terminated from Job Corps." Staff continually support and encourage the use of peer pressure as a very important way to maintain acceptable standards of behavior.

Therefore, SNJCC provides a whole new environment for young people who enroll, where cooperation and personal progress and development are rewarded, while uncooperative behavior, including violence, is dealt with swiftly and fairly - all in a climate of care and concern. Generally, violence and other unacceptable behavior is avoided by those corpsmembers who have a strong commitment to their own training and education.

Those who complete the training program, leave the Center with a new sense of personal worth, a confidence in new found skills, their ability to perform, and a perception that society will accept their legitimate effort. Perhaps the best testimony of what a Job Corps experience can do for a young person comes from the corpsmembers themselves. During a personal tour of five centers in the West, we asked corpsmembers one question, "What is the most important thing that has happened to you in Job Corps?" Invariably, the response was, "I got my head on straight." "Getting young people's heads on straight," is a significant answer to youth violence.

Job Corps has proven to be one of the most effective federally supported youth development programs ever established. SNJCC is performing a significant service for the State of Nevada and its impoverished, unskilled and unemployed youth. We will continue to apprise our congressional delegation of the progress of SNJCC, and urge their support of Job Corps funding.

CHILD ABUSE - VIOLATED YOUTH
State Senator Jim Kosinski
State of Nevada

The Nevada Legislature recently completed an eighteen month study which concluded, among other things, that abused and neglected children often become violent youth and abusive parents. This cycle of violence must be interrupted. This study had been commissioned by the legislature, because testimony had indicated that: reported cases of child abuse and neglect increased in Nevada from nine hundred-one in 1976 to two thousand one hundred-ninety nine in 1978 (144% increase in three years); studies from another state concerned about these problems concluded that delinquent children who have been abused or neglected tend to be more violent, and that a substantial proportion of youth reported as delinquent had previously been reported as abused or neglected.

From a summary of information in the literature, the report concluded that child "abuse" usually means physical or emotional harm to children caused by either their parents, guardians or temporary custodians; and that this term includes intentionally inflicted bodily injury and sexual abuse. Child "neglect" refers to a lack of proper care, and ranges from lack of supervision, to undernourishment.

National studies show that parents who abuse children come from all ethnic, religious, geographic, socioeconomic and educational backgrounds. Information indicated that many parents who abuse their children tend to view their child as someone who should satisfy their psychological needs, or, in some cases, as an inconvenient and unreasonable burden.

Nationally, there are two approaches used to respond to the abusing parent or other responsible adult. The "punitive" approach views the maltreatment of a child as a crime, and stems from the general reaction of shock and anger expressed toward child abusers (or neglectful adults). This approach relies upon harsh sanctions, such as punishment. This is sometimes seen as a deterrent to further abuse or neglect. The "rehabilitative" or "therapeutic" approach views child abuse of neglect as a symptom of the parents' deeper emotional problems, and only in a few cases is harm premeditated or intentional. According to this approach, abusive parents or other adults need help and treatment. Apparently, most jurisdictions use a combintation of both approaches in dealing with child abuse and neglect.

The report concluded that a community needs a well-structured and comprehensive program for dealing with problems of child abuse and neglect. Mandatory reporting requirements are a necessity for the initial discovery of the problem. It is then necessary to have a procedure for coordinating treatment of the child and the abusive or neglecting parents, or other perpetrators. These structures and procedures cannot be effectively implemented, unless a community commits adequate resources to properly support these programs

Fortunately, at least in Nevada, government and private organizations concerned about, and responsible for, the problems of abused and neglected children, recognize the scope and depth of these problems and are

working toward resolutions.

James Richardson, Ph. D.
Professor of Sociology, University of Nevada-Reno

(The following summary is paraphrased and based on the tape of the presentation.)

America is an extremely violent society. It is important that we become an educated populace to deal with these issues. We start spending millions of dollars to build prisons. Is that the best use of funds? I would suggest to you that it is places like the University in this State that play a crucial role in helping people understand what's going on in society, and in helping people understand the issues. The teaching and research function of the University is very important. We put a lot of people in prisons. We resocialize people to be criminals. We teach them violence. You build prisons in Nevada and we underfund education. Nevada has the highest pupil-teacher ratio in the nation. Programs are vastly underfunded. It is important to allow us to do research so the legislature can make an acknowledgement of the kinds of problems that it has to face. Instead of voting to build prisons, to lock up youngsters whenever they can, we need a lot more education, a lot more research.

As a sociologist, I tend to see social structures in society. We have organized ways of doing things. We have organized ways of handling certain groups of people. The problems in our society are caused because we have arranged our society and structured it in such a way that we spend so much on defense compared to other countries. We need to change those structures. I would encourage the planners of a conference to focus on the historical and sociological factors that help us understand where we are, and give us a better idea of what we are trying to do. Sometimes, I think we get too oriented toward the practical. We do have a great need for more research in the area of violence about groups. Sessions on research on violent groups are needed.

Chris Mitchell
Student Body President, Experienced-Based Career Education
Washoe High School

(The following summary is paraphrased and based on the tape of the presentation.)

Washoe High School program is a series of smaller learning centers with twelve to twenty five people in a class with two to three teachers in each class. We go out to talk to people and work at jobs. We need more programs like the Experienced Based Career Education Program to turn our energies against violence and vandalism, and, instead, work with the system. Try to get back into the mainstream, so we can change things

for the better. I believe that most of the problems that we are having start out in schools. There are several different groups, and we are all fighting each other for attention, for the teachers help. When we get in classes with thirty to forty people with one teacher, you can't get help in school. You can't get the attention. That causes frustration. You don't get passing grades. You start cutting, leaving school, getting in trouble, tearing up things at school. It's really not productive at all. Then your elected officials say we need this program and this program. A lot of times it doesn't get started. A lot of talk and no action. Instead of just talking and saying "we are going to start these programs," follow through. If they get funds for a program and it starts and it works, instead of cutting off after a time, keep it going.

Response to Comments: A friend of mine, who is Black, and I were picked up for curfew. I got sent home and, you're right, he was held until his parents could come down and get him. I don't understand why. Why? We were doing the exact same thing, the exact same age. We were both picked up together. I was sent home, he was held. Also, about the Nazi organization. I hear about these things in New York, Detroit, Chicago. Synagogues get bombed and the Nazis stand up and claim they did it. How many have you seen get prosecuted? Go on with the KKK shooting at Black people for no reason at all. Why? Why are they letting them get away with things like that? Why? Through lynchings, shootings. Why? They claim responsibility and still nothing happens.

State Senator Sue Wagner
State of Nevada

(The following summary is paraphrased and based on the tape of the presentation.)

I think you (Chris Mitchell) are a real success story, because someone such as myself as a legislator, is delighted to see some positive results for some of the things we allocate money for.

I intend to discuss three areas. The first is reflections on the State prison system during the past decade. Secondly is a profile of the inmate population in the prison system today, and thirdly the newly created legislative subcommittee challenges and recommendations in the areas of alternatives to incarceration.

According to official census figures, Nevada entered the 1970's with a population of about four hundred-eighty eight thousand people. According to estimates by State planners and the census bureau, Nevada finished the decade with a population of about seven hundred-sixty seven thousand. In addition to this rapidly increasing resident population, Nevada has a large tourist population, that averages, as reported in the research of a private economic firm, approximately twenty percent of our resident population. This research indicates that during peak visitation periods to the state twenty five to thirty percent of the people in

Nevada are tourists, and that the number of tourists who annually come to this state is over forty times our resident population. The growing resident population, coupled with the non-resident population has impacted practically every segment of the Nevada economy, and the services that are provided by our government.

At the beginning of the last decade, in 1970, the State prison system employed two hundred-thirteen people, had fewer than seven hundred inmates, and operated a maximum security, a medium security, and a women's prison--all in Northern Nevada. Annual general fund or State operating support for the State prison system in 1970 was slightly over 2.3 million. The average annual cost of supervising and feeding an inmate was almost three thousand seven hundred dollars a year. The prison population at that time was relatively stable, with actually declining total population in both fiscal year 1958 and fiscal year 1969, and a modest four percent increase in fiscal year 1970. By comparison, in 1980 the State prison system was authorized to hire over five hundred-fifty employees, a one hundred-fifty eight percent increase, had over one thousand five hundred-fifty inmates, one hundred-twenty percent increase, and operated three institutions in the northern part of the state: one in Jean, Nevada; two honor camps; two restitution centers; and a new prison coming on line near Jean, Nevada.

General fund operating support for fiscal year 1980 total almost 14.5 million, with the average annual cost per inmate being close to ten thousand dollars a year. That is a one hundred seventy percent increase over the decade. During the 1970's, the prison system's general fund operating budget increased from 2.7 to 5.7 percent, and almost sixty three million dollars was committed to state prison construction to the capital budget. Interestingly enough, the 1979 legislature provided more funds, 34.4 million, for prison construction, than did the 1971, 1973, 1975 and 1977 legislatures combined. In addition to the authorization of the new six hundred inmate facility in southern Nevada, the 1979 legislature also took several actions on prison operating and housing budgets, which I feel personally, will be significant and cost-saving as the State prison system moves into the decade ahead. Specifically, the 1979 session provided for both a new thirty six inmate forestry honor camp, from thirty six to one hundred, at a cost of three thousand dollars per inmate.

The inmates in these camps are formed into work crews for conservation projects under the direction of the Nevada Division of Forestry, and have done things such as water shed improvements and general clean-up of State parks. A portion of the income derived from the inmates' work is used to support the operation of the camps.

But, even more innovative, the 1979 session provided for the establishment of two restitution centers, one in the northern part of the State and one in Clark County, of thirty to forty inmates each, costing about three thousand eight hundred dollars per inmate. Inmates assigned to these centers will normally work in the community during the daytime, and live in a supervised residential environment of the centers during the non-working hours. Income derived from the inmates' work is used to

provide restitution to the victim of the inmate's crime and for partial payment of supervising, housing and feeding that inmate. These centers are seen as having several benefits. First, the victim benefits from the restitution made by the offender. Second, the State benefits by housing inmates, both in lower capital and in lower operating cost environment; and third, the inmate benefits to a supervised, structured program that encourgaes the work ethic and emphasizes the economic cost of crime.

Now let's take a close look at those inmates who are housed in our penal institutions funded by the State. In terms of educational and vocational experiences, it is evident that a majority of the inmates come from the ranks of the unskilled and undereducated. About 3/4's have had only unskilled jobs and sporadic work histories in their lifetime. For the most part these people are people who have drifted from one unskilled job to another, living on the periphery of the work force. Not only is the pattern of work history dismal, so is the educational one. Over ninety percent of the current inmates have no more than a high school education, and almost 2/3 of the prisoners have not even graduated from high school. To me, the most striking pattern that emerges is in terms of age. Over sixty percent, or seven hundred out of eleven hundred seventy inmates, were under the age of twenty nine. Over five hundred were under the age of twenty five. Youthful offenders seem to be increasing at an alarming rate. Many of these inmates are first time offenders. Thirty one percent had no prior misdemeanor convictions, almost fifty percent no prior felony convictions, and over sixty percent no prior prison time at all.

All of these statistics and data were important to the Subcommittee in terms of our proposed solutions and recommendations. The Subcommittee made twenty recommendations aimed at prison improvement, and recommended five bills. I am going to briefly describe the recommendations only in the area of alternatives to incarceration. The complete evaluative data was not available when the committee made its recommendations.

We did suggest the continuation of the restitution program, established by the 1979 Legislature. We also recommended the expansion of the prison honor camp program. The most significant and important recommendation in the area of alternatives is the proposal for the establishment of two multi-purpose centers to house individuals who have not served prior prison time, and who would normally be sentenced to the Department of Prisons. During its hearings, the Subcommittee heard testimony from both the State Department of Parole and Probation and individuals from outside the State of Nevada experienced in the operation of halfway houses, on a proposal for the State to open two multi-purpose centers. Operational cost for the two centers supplied by the Department of Parole and Probation, shows that the cost at this time is not much substantially different than it shows for the cost of maintaining a person in prison. However, additional monetary advantages will provide the residents payment of taxes, and family support, the resident's contribution to a portion of his or her income to room and board expenses, the resident's accumulation of savings, and in some circumstances, the use of a portion of the resident's income to make restitution to the victim of their crime.

Legislation prepared for the Subcommittee will permit the assignment of two types of offenders who had never served prison time to the centers. First convicted offenders could be assigned to the centers as a condition of probation, if the Department of Parole and Probation presentencing investigative report recommended such an assignment. Such an assignment could include, especially for the case of a property offender, restitution to the victim of the offenders criminal activity. The second category of person could be convicted offenders who had violated the conditions of their probation and could be assigned to the center for a period of time for both structured supervision and punishment purposes.

The Subcommittee did not feel that the centers should be used to house parolees. They felt it was an unwise practice to co-mingle individuals who have served prison time with those who have never been institutionalized. Also, the Subcommittee felt that the budget costs by this particular department were from the testimony of similar centers, and requested that that department thoroughly scrutinize the proposed budget and reduce costs where possible within the limits of safe supervision.

This has been a hurried look at the past, present, and the future of the Nevada State Department of Prisons. It is a volatile, complex, and politically unpopular area, but a most important one. I encourage you, as interested professionals, to examine our report and offer your commitment and support to seeing the committee's recommendations become a reality during the next legislative session.

Response to question: Vocational training and jobs, once they (the inmates) are released. Ninety eight percent of the people in prisons today ultimately wind up back in the community. We have to recognize that, and have to prepare these people better to deal with this society.

NEW DIRECTIONS INVOLVING YOUTH IN ACTION STRATEGIES
TO DECREASE PHYSICAL VIOLENCE FOR IMPLEMENTATION IN COMMUNITIES

When the Session Facilitator asks you to begin, please write your ideas in response to this question:

> Related to the content area under consideration in this session, what strategies and programs do you suggest to decrease violence?

Please use brief phrases to indicate your ideas. You will have 5 minutes to write. Thank you.

(The following oral and written statements of the participants are paraphrased and based on the tapes of the proceedings.)

MEDIA: WINDOW ON HUMANITY
(Increasing Constructive Media Programming for Youth)

Positive Programming

There should be more emphasis on the helping end of catastrophies, such as the food program distribution after earthquake damage, medical mobilization after food poisoning incidents. Stress ways to handle the drama and resolve tension, such as 60 Minutes reviewing the consequences of events.

While I support, and believe dearly, the right to choice in TV programming, the problem is there is virtually no choice, except one violent show against two or three others of a violent nature. Let's do things because they're valid and positive, not only because it sells.

Media should report more positive activities vs. negative. The stations and community can work together, in a positive way, to convey the news. The news reporters could have an advisor in the schools to promote responsible reporting of events.

Program local time, not to reruns, but to good local activities.

Program Teens on TV. They can announce the Community Calendar.

There should be more educational programs in the evening.

Youths can demonstrate physical exercises on television.

Language courses can be given on television to achieve fluency in another language.

Explore motivational factors why people are interested in violence programs. Explore what other alternative programs (positive influence) could provide equal motivation for viewing.

On children's programs, caption news and other items, to develop reading fluency.

The Federal Communications Commission Children's Task Force recommended the requirement of five hours per week for educational programming for preschoolers, and half that time for school-age children, scheduled between 8 A.M. and 8 P.M. on weekdays.

Responsibility of Educators

Education should take the leadership to minimize violence on TV. 1. Inform parents when possible; 2. Teach students critical watching skills, using values to project reactions; 3. Teach, as early as possible, that there are individual values.

Educators should assist in producing programs, talk on TV, use TV to educate viewers.

Education groups need to ask for time on TV (Mr. Principal in Los Angeles is an example).

Encourage children to review what is available through the media. Teach them to make choices, and then evaluate what was viewed. Make young TV watchers aware that TV is not real other than actual news events.

The "Inside TV" book for elementary classroom use can teach critical viewing.

The new State Department of Education study in California released information that there are lower reading/math scores as related to the hours of watching television (State Matrix Testing third, sixth, and twelfth grades).

Parent Education

It is fine to say that parents should regulate their children's TV and film viewing. However, many parents are not home when their children get home from school, and many do not care. Parent education seems to be a real key to critical television viewing. TV spots featuring an entertainer who urges parent-children viewing together is a great idea.

Parent education should start at younger age levels. If you were brought up that way, you would use more discretion in what you watch.

The networks may be willing to change their programming. It is up to the parents, not only to pressure the networks by mail as well as by group efforts, but also to closely monitor their children's television viewing.

Community shares responsibility for violence.

On television, a program should be set up to inform and educate parents to deal with violence on television, and how their children can deal with violence on television.

Parent guidance with child at the time of viewing, or after, is crucial. Could we see this modelled in popular TV programs? Parent education on how to view TV needs to [illegible] from TV itself. Use TV to promote good viewing habits.

Action for Children's Television suggests: Talk about television with your child; look at television with your child; choose programs with your child.

Parental discretion in what is viewed would help to establish values. Parents must give values to their children so that they can positively filter out what they see and react to.

If parents care enough to take the time to check out what their children are watching on television, the parents should be comfortable that the station will not include an inappropriate preview from a late evening time slot in the middle of the children's program.

Citizen Action

There are three major types of strategies that people employ, that are prone to get television violence reduced. The PTA, for example, monitors the amount of violence on television and publishes lists of the best and worst shows on television. The American Council on Better Broadcasting in Madison, Wisconsin annually gives out awards to the advertisers who made the best contributions by sponsoring programs. Another approach is to bring pressure, not so much directly on the broadcasters, but on the advertisers. This is the approach that seems to work the best. There have been several major companies, who advertise on television, who have agreed to withdraw their sponsorship from programs that have excessive violence, because of the pressure that people are exerting. The second approach is to try to encourage more production and more viewing of programs for youth. There are a number of production centers that are doing good work for both children and adults. There has to be concerted effort by the community to support these kinds of programs. The third area is the development of television education to train both students and parents to become more discriminating television viewers, and how to cope with the kinds of violence they see on television. (Donna Lloyd Kolkin, Ph. D., Far West Laboratory, paraphrased from the tape of the presentation.)

Interested citizens can lobby and write letters. Increase citizen activities to pressure advertisers to decrease violent shows and increase good shows.

Continue research to look at effects of violence on TV and in the media, to be disseminated back to the news media and public broadcasting networks.

Form a community task force of educators, administrators, community leaders, kids and parents to look at programming provided locally, to provide input to programs provided nationally, and to provide programs in how to become good program viewers.

I support present moves to have parents much more active in criticizing programs and demanding improvement. If TV says they're giving the public what they want, then the media must be ready to deliver the goods. Let's accentuate the positive, as small as it may be in society. Let parents and students develop positive commercials, such as "Vandalism costs you money and you pay."

Set up meetings between media and school officials, parents, children to improve programming. Set up local teams, including private sector, university to improve specific areas of concern.

ACCENTUATE THE POSITIVE!
(Improving Open Communication and Counseling for Youth)

Parent Education

Community family workshops and seminars. Toll free family education crisis or information hot lines

Parents should be more aware of what is going on in schools and where the children are going at night.

Counseling

Develop counseling system in the elementary school. Each school should have a time-out or drop-in counseling center with a counselor-teacher and aide to assist disruptive students cope with problems during stressful periods, to "cool-off," or to reduce undesirable behavior by withdrawing the student from the opportunity for reinforcement of undesirable behavior. Importance of ongoing visibility of counselors and weekly group meetings.

Offer, present, support preventative school programs through classes, workshops and consultations.

Need peer programs, and positive public relations. Need visibility of teachers and administrators.

Need warm, caring, concerned relationships between adults and youth.

Teaching and requiring responsibility for their behavior (youth). Rights demand responsibility. Set standards.

Decrease apathy. Increase excitement and interest in life for youths.

Hear them out. Show more concern for young people. Establish a line of communication. Give young people more incentives. Give them more responsibility. Provide more of a caring environment, provide more ways to succeed, more recognition. Interact with youths, not just when there is a problem, "pointing them out." Allow more involvement by youths in community. Increase programs, counselors. Provide more cross-cultural communication.

Use the three C's, CARE, CONCERN, COMMUNICATION. Love and caring, from all adults who deal with youth in a guidance capacity: counselors, probation officers, teachers. Strategies to give the individual youth increased positive self-image through a sense of having some control over life direction and a series of small successes. Many delinquent and violent youth feel a sense of helpless rage, because of their powerlessness, and because of general chronic failure throughout their lives. Give youth a say in their own programs.

Stress community networking.

Training for Youth Workers

Counseling programs geared to teach youth workers techniques of counseling. Most everything seems geared to the college student or those in the field with degrees.

More availability of foster parent training.

Alternatives to Institutional Care

Funding for more community based homes

Job Corps is a good alternative to bring on better behavioral patterns, instead of sending youth to State institutions.

Course in Psychology

Requirement in high school at age sixteen should be a course in basic Psychology to assist youth in understanding themselves and in developing a positive self-image and outlook to the life experience.

THE CHOICE AND THE CHALLENGE
(Developing Values and Improving Relationships Among Different Ethnic Groups and Creeds)

Multicultural Activities

Bilingual, multicultural education is clearly essential. Need to incorporate bilingual/crosscultural awareness activities in the school curriculum, and more education between different minority and majority groups.

Education of cultural and ideological differences is a primary foundation for increased understanding (self-understanding and understanding of others). This is the beginning--the essential beginning which must take place before formal or informal strategies can be established to be effective.

To implement better understanding between ethnic groups, a cultural festival could be established annually. Each culture could present a program, including art, music, dances, crafts and food. San Antonio, Texas has a very good example of what can be done in this area.

Practice what we profess---equality.

Rap sessions with students where their values, and attitudes, and feelings are discussed. Leader would be listening to the students, projecting respect, and understanding, and providing a warm and empathic environment.

Twelfth graders can orient ninth graders in rap sessions to the new experience. Each senior can have a buddy in the ninth grade to assist in adjusting to the high school experience.

Minority and crosscultural history should be included in the curriculum in the schools to understand each other's culture and history.

There should be a class where youths can talk about what groups have against each other, and discuss why they are prejudiced.

The only solution I can see is more education, to have more people understand other cultures and religious factors that will eliminate prejudice. (Youth--Lisa Brown)

Parent and Youth Involvement

Begin to actively involve teenagers in problem-solving within their schools. Let them participate in formulating policies, procedures and in on-going evaluation of these policies and procedures.

Recognize that behavior is purposive. The misbehaving student is frequently the discouraged student. Look beyond the behavior and encourage.

Establish a bi-racial student and parent committee at the high school level.

Accent the specifics about programs, codes of conduct, dress codes. More positive procedures.

We can't make progress with good intentions alone. Strategies must include specific programs with specific objectives. We need to look for concrete positive actions that can be taken now. Student involvement with real participation can provide a wide array of such specific actions. Actions should have a positive orientation and "owned" by young persons.

Community education programs touching every neighborhood block by block.

More education for everybody.

Involve youth on planning committees, program design for youth input.

Reinstituting a sense of "ownership" for students in programs that are designated for their use and participation in schools and recreation programs. Establish bodies that involve youth in decision-making, problem-solving, and policy setting. Projects which serve as models for human relations, community clean-up and additions.

Provide good youth models, develop participatory programs, classes and model projects, such as those suggested by Mary Conway Kohler.

Values

Develop values programs which reinforce and clarify those values which are essential in providing inner power and control, and which are congruent with values adults, not only propose as good, but model.

Look at youth as individuals, and their behavior as a reflection of society.

Young people want the "freedom of the adult." In exercising these freedoms, there is the responsibility involved to themselves and to others. Mutual respect is needed. Young people, and some adults, need to learn, understand, and comprehend their rights and the rights of others.

Alternative Education

Open classrooms for more parent/peer/community involvement.

Need for alternative school programs that relate to the needs of students, and to focus on improving self-image of students.

Mass Media

Mass media could help by not stereotyping.

Unity

Have less emphasis on each special interest group, or ethnic group, or religious group in America. It would be advantageous to all people involved to drop their own gripes and unite together to become Americans.

WHAT WORKS IN DRUG AND ALCOHOL ABUSE

Peer Counseling

Send youth who have changed to classes in junior high to tell them how it is, "Don't turn to drugs or violence. Look for help, not trouble."

Parent Education

Substance abuse is, to a great degree, a symptom of the lack of bonding with a parent, or development of a poor self-image at an early age. Need to educate parents of these very young children.

Programs

The gap between health professionals and other concerned groups must be bridged. Ten percent of adolescents need professional health treatment.

Programs are needed that turn on young children for meaningful and productive lives. For a program to be successful, the key component is the ability of the staff in their skills. On-going training programs are essential for developing and maintaining skills. Once a problem in an adolescent develops, there should be a sequence of alternatives of care to meet the individual needs of an adolescent. Bring the youth into the community as a functioning citizen.

INTERACTION OF FOODS AND AGGRESSION

Individually controlled diets, especially with limited sugars and a concentration on balanced diet, supplemented with nutritional supplements. Diet does alter behavior. Too many "disturbed" youth have poor diets (too much carbohydrates and not enough protein and minerals).

Changing diet of violent teenagers.

DEVELOPING EFFECTIVE LEADERSHIP OF EDUCATORS

Administrators should be visible. Administrators should give clear, specific, high standards of behavior, which are not rigid.

Involve the principal directly in the process of problem-solving in the classroom.

Educational leadership, per Dr. Gillin's comments, must be the key. How contributory the lack of decisive leadership can be in the development of anti-social behavior! When a decision is made, often it is reactive to the last person to confront the administrator. An objective evaluation and subsequent training programs must be established to retrain administrators.

Need for a commitment of all faculty and staff to cooperate toward a common philosophy of the program with strong leadership, inclusion of staff and students on policy setting committees, training as needed, evaluation.

State Board should take a leadership role to research innovative programs for youth discipline in schools, and disseminate the materials to local school districts. Do a workshop for school personnel and board members in this area. Help to find funds and assist school districts to become committed. Community education and community schools could be a solution. Build linkages and strengthen them.

DEVELOPING SUPPORT SERVICES FOR EDUCATORS

Federal government should be the mediator and informer of good programs. Problems should be solved by the States themselves. States should ask Business what skills they want and then develop programs which channel students through them and directly into jobs.

Develop a master program on content of knowledge for each grade level. No more punishment, but separate the problems from the main body and design, as resources permit, to meet those problems. School policies developed on a team basis and understood by all, would help a person to have security in handling many situations.

A teacher should teach and have secretarial time, time for clerical work and yard duty work, so relationships have time to be developed, especially in departmentalized situations.

Often, when we begin to think about institutionalization, we don't spend enough time focusing on institutions that are already in place that could make a difference.

Peer counseling and peer teaching. There is nothing more powerful than older kids training little kids.

Reduce Paper Work

There are too many categorically funded programs that require too many forms. Try to reduce the paperwork on programs, and focus on ideas and models suggested by Dr. Gottfredson.

Staff Development

Need for necessary in-service to keep pace with change, and for constant renewal of educators.

Develop programs for educators and students on stress management, to cope with today's changing times.

Provide professional development or in-service classes for educators on violence, similar to this symposium.

Human Relations and Values

Parents, students, and teachers need to start caring about each other.

Give more things that capture each individual's attention. Have them utilize their abilities, and give them a basic outlook to show that life is more than what their delinquent peers inspire.

Develop interpersonal values clarification for students and staff for better self-esteem.

Time-Out Rooms

Time-out room, staffed with a teacher-counselor and aide can serve as referral rooms for disruptive students to cool off and to clarify problems. Albert Banudra suggests short periods of social exclusion for aggressive behavior. Parents can be contacted for conferences. Counselor-teacher can be rotated bi-yearly.

Funding for Schools

Reduce categorical funding and increase general fund revenues to school districts.

Family Togetherness

Encourage family night at home, family group activities.

Work with family before problems occur.

Supply family with immediate information about student progress.

Youth Involvement

Develop self awareness course with youth input.

Develop nontraditional youth leadership.

Student involvement in governing decisions and instructional choices.

Involve young people on planning boards, in the development of programs or projects, and on advisory committees.

Involvement in service organizations.

Relevant Educational Structure

Examine viable alternatives for education and incorporate those that meet identifiable needs. Increase flexibility of schools to include these alternatives. Structure schools to create opportunities for all students to share their interests and needs. Involve them in their areas of interest, and provide a workable system of rewards. Agencies serving needs of youth could use the same approach.

Community Involvement

Community Education.

Develop evaluation techniques, similar to Western Electric Personnel Plan to provide for the development and growth of school personnel. Realistic recognition of community problems by the public schools, with curriculum to meet those needs. Less eliteness on the part of the School Board. These people are elected, and are responsible to all the people in the community. School administrators must open the schools to parents, and keep them advised of school activities, curriculum and student problems. Rebuild the feeling of OUR school. Encourage parent involvement.

Effective pressure-lobbying of legislators, local, state, national, to make them realize the importance of support of educational programs.

Class Size

Implementing educational research on class size, the effects of counselors in elementary schools, and other research statistics and impacts to legislators and those who can effect change.

Tutoring by College Students

Work-study funds should be utilized to have college students serve as student assistants and tutors in the schools.

Students in secondary schools can be utilized as tutors in feeder elementary schools.

Counseling

Individual and group counseling available during lunch, nutrition, and after school to assist with social and family problems.

Media

More positive news of inner city schools should be given by media to the community.

INCREASING EDUCATIONAL AND RECREATIONAL OPPORTUNITIES FOR YOUTH

Recreational Opportunities

School officials need to be aware of alternative youth programs in their communities. They need to cooperate with youth program directors (Scouts, Y's) to inform youth in school of the extracurricular programs which contribute to citizenship development of community involvement. Most youth groups operate with, or from, a volunteer base. There is a pressing need for assistance in securing volunteers. Principals, PTA can help.

Community school can utilize school buildings for after-school activities, adult activities, recreational activities. There can be a walk-in counseling center.

Youth recreation activities, such as the Reno Track Club, Junior Achievement.

There should be more emphasis on youth participation programs, rather than on competitive sports. Only a few athletes can make the top sports teams in high school and college. Yet anyone, male and female, can enjoy intramural sports and gain the benefits of well-directed programs, i.e. self-confidence, improved skills (physical and social), and a lowered need to channel their energy in negative ways.

A big concern is the hope that athletes build up to "get that pro contract" at all costs. It may be just another frustration for a young athlete to lose out on his/her dream as a professional athlete, and causes the person to totally give up any desire for social acceptability, leading to increased anti-social aggression.

Youth, Darryl Feemster, has helped youth at the Truckee Meadows Boys Club. "If they don't respect you, you respect them. This is the key." To help these youth in education and recreation, a person must believe he/she is capable and intelligent.

In a lot of high schools and middle schools today, they tend to make a stipulation, if you want to stay on the football team, the basketball team, you have to get A's and B's. A lot of kids don't have the get up and go. You have these kids who need the ego-boosting power of athletics, and they can't do it because they are not into the academic part of it. I think it's wrong that they have to have perfect grades to be on the Team.

More schools (elementary, junior high and senior high schools) need to develop a sound, well organized intra-mural program. Need to support and add to the success of programs, such as Boys Club, Girls Club, YMCA, YWCA. Coordination of Community Agencies to provide facilities, programs, volunteers for the youth of that community. Get parents to become more involved and interested in their child's participation in recreational and athletic programs. Volunteers are needed in all programs.

Tutoring

Youths who need assistance in academic skills can visit handicapped persons in their homes for tutoring.

Student in the National Honor Society can assist as student aides in peer tutoring.

Child Care

Secondary schools and universities should provide sliding scale child care services for infants and children before, during, and after school hours. In needed areas, twenty-four hour care should be provided. Parent training component should be included with secondary students required to have participatory experience in child care.

Parent Education

Parent training to decrease violence and abuse. Parenting is vital for future parents and present parents.

Development of Interpersonal Skills

Develop programs that involve young people in dealing with a variety of social problems--those that relate to the entire society, as well as the youth sectors, as an antidote to perceptions of worthlessness.

Cross-cultural problems, which may be reflected in violence, can be resolved by seeing the person as an individual, and letting that person be proud of his culture, to be a bilingual and bicultural person who can take the best of both worlds. Implement a multicultural education program.

Kids need more positive recognition, so they don't need violence to be seen.

Encourage programs that use peer teaching strategies, to improve self-image, to erode peer support for unconventional behavior.

We need to consider educational programs that start, not at the secondary level, but at the elementary level. Ethical reasoning, positive attitudes, conflict, management skills can be dealt with most effectively at kindergarten through sixth grades.

Kids need: survival and coping skills, participating skills, affect for participating, affect for treating others ethically and fairly.

Cooperative Linkages of Organizations

We have plenty of agencies working on the problem of violence. I'd like to see agencies working together, with the concept of linkages. Learn the art of negotiations among agencies. Cooperation between agencies in a community can help to reduce problems.

Clarification (needs assessment) of what the problem is; group ownership of the problems----community, agencies, institutions; Groups/individuals deciding the direction for solution; groups/individuals taking responsibilities for solutions.

More grassroots effort among individuals, agencies, community programs and projects is needed to progress. Establishment of common goals among these people and agencies. Cooperative effort with incorporation of youth involvement is important in programs for youth.

Set up local teams, including private sector, university to improve specific areas of concern.

Standards

The rules and regulations under which our schools operate should be explained to the students. They should not be asked to accept the rules and regulations just because they are there. Students should have some input.

Programs and School Structure

Kids need to be more involved. They need to be allowed to help make policies. Kids feel like adults just push them around in certain slots, programs, classes, because they can hardly even get people to recognize them as people. More recreating what kids want, not what adults think is good for them.

Implement a legal education program

Decrease school size and class size.

More emphasis within the school system, utilizing the abilities and strengths of the predelinquent students.

Outreach programs (counselors and consultants) to uninvolved youths, to uninvolved parents. Counseling programs and community programs aimed at youth needs, with youth involvement.

Competitive grants to poor districts, to plan team approach in problem-solving. Improve leadership training and evaluation of leaders in education and other youth related programs.

Youth should have some voice in how their time is structured.

Need for constant re-training, new planning for schools and employees. Re-certification necessary for continued service as a public school teacher and administrator. Complete review and overhauling of accreditation process. Teams should not be looking for exactly the same things today as they looked for twenty years ago.

Train administrators, superintendents and principals, curriculum decision makers, teachers, in strategies for changing school authority patterns--focus on just and fair school communities.

Do hot track kids. This leads to negative labeling.

Recognize that all young people are prone to engage in delinquent acts. This means that the traditional school has to be improved. Alternative programs cannot affect more than a modest minority.

Need for alternative school programs that relate to needs of students, and focus on improving self-image of students. Establish alternative education programs.

Youth, like adults, need a certain amount of responsibility to be responsible. We must find ways to include young people into the decision-making process, and to provide the training to become more responsible for the direction that programs for youth are geared. One example is peer counseling, or to include youth on committees, such as education, or social services, or the formation of Parent Teacher Student Association (PTSA).

We do need wise, ethical, and dynamic leaders.

INVOLVEMENT IN THE WORLD OF WORK
(Developing Vocational Opportunities)

Standards

Setting the boundaries. Consistency is most important to all people. Be a good model. Youth need role models.

Look right, so you get the job. There should be no stigma to working with hands.

Vocational Programs

Need more vocational type programs for youth needing both successful experience and employment skills. Basic education skills will be learned when incorporated into meaningful vocational skill training programs.

Early identification of problems and early exposure to work ethics and vocational opportunities.

Vocational counseling in schools; vocational credits in school; use of referral services in school; values education; community involvement in schools and vocations.

Personal assessment of youth before trying to implement any program. Spend more time emphasizing basic skills in applying for and maintaining a job.

Income guidelines for programs should be abolished, and eligibility should be based on needs only. What parents make a year shouldn't have a bearing on services available to a youth needing help.

Community Involvement

Community involvement and awareness of problems facing youth in relation to developing vocational opportunities, because productive youth are less likely to be involved in violent acts.

Involve private citizens in finding and classifying part-time jobs and work. Community should help, aid, and support youth.

Local industry has a great stake in what our students do and what they come to school with. Why not set up work-study programs in schools? Local programs where industries are adopting schools. Need to work together.

LETTER FROM A PARENT OF A FORMER SIERRA NEVADA JOB CORPS MEMBER

Dear Mr. Mason:

John has changed so much from his experience in the Job Corps. I wanted to encourage you with your work....John always spoke highly of his feelings about things you do with the boys and places you take them. So if it is any consolation to you, you have changed one boy's life for the better....One more thing, I guess the most important! John likes himself now. He is proud of his work and completion of Job Corps. Thanks.

LAW AND YOUTH

"SOCIALIZE AND CIVILIZE"----Supreme Court Justice Charles Springer

Community projects. Restitution projects involving youth in community service in schools, hospitals, recreation centers, and service organizations.

Comments - Regina Hall Youth:
"Restitution is a lot better too. If a juvenile rips off somebody's TV set, what good is it going to do to a person who lost his TV set, to see that kid go to Elko for two years? If the kid can work and pay back the money for the TV set, and work on changing himself, that way everybody wins."
"Change the laws so we don't have to be sent away. Change where we can be put in some kind of home, like Regina Hall. The home we got is really educational. There should be a lot more of those around, instead of Caliente and Elko. People go to Caliente and Elko and they come out and they are still the same. Are we going to have more programs, or are we just going to send them away? Any kid that we can help with any kind of program outside the institution, society is going to benefit, the kid is going to benefit, and we are going to benefit."
"I think that the people we live with can change us. You can't change the past. I can change my ways. There should be a lot more houses for second chances. We have a group meeting every night. Girls around you can change you. It can change the person you are. It can change you from the criminal to a soft, loving person that you can be. Our counselors show love. Love can change a person from criminals to really nice people."

Law related education helps children to understand their responsibility.

Special course given for parents and youths in the evenings, for short term exclusion, to develop skills in communication and human relations.

Establish more boys and girls shelters, instead of correctional institutions. Establish half-way houses for youths coming out of correctional institutions.

Start and enlarge BIG BROTHER and BIG SISTER programs.

Parent training is a must for parents of abused children. Establish an organization along the line of Alcoholics Anonymous to assist parents that abuse their children.

Establish a "youth court" maintained by youths twelve to eighteen years of age, to review cases as referred by the Juvenile Court Master, to meet with individual offenders, to educate youths throughout the community, to understand the juvenile justice system, court procedures, and the judicial process.

Youth observe violent offenders in jails or in mental hospital wards.

Establish a Youth Reserve and "Ride Along" programs assisting peace officers in keeping the peace in communities.

Create more programs for juveniles who have already been involved with the juvenile justice system, to show them there is an alternative to crime and that the justice system is interested in helping them get on the right track and learn job skills.

Laws should be enforced in an equal and just basis.

Communities should involve youth in city, county, and school council functions, and with neighborhood civil law conduct and law enforcement.

Need more options of resources and the increase in community-based programs. Need to interest community employers to get involved, and to be rewarded when they assist juveniles.

Let's have justice. Then we will have law and order.

OUTSTANDING YOUTH INVOLVEMENT PROGRAMS DECREASE VIOLENCE!

A special information source on outstanding youth involvement programs should be set up so various communities may make inquiries, and try to start similar programs in their areas.

The development of programs to help our youth develop academically and culturally, with little time for idleness, juvenile delinquency or violence.

More community programs, more accountability from the teachers and the public school system.

More connecting services and resources. More parent involvement and parent education programs.

More minority and group participation in the decision-making process as it relates to minority youth.

Successful projects have in common: 1. Parent and community involvement; 2. Youth say so in what they want and need; 3. Clear goals and objectives.

Student initiated activities and other youth involvement programs do change behavior, and in the changing, enhance the quality of life for us all. (Jacqueline Lougheed, Ph. D.)

Biola Youth Services Project objectives suggest the development of intercommunity parent hotline to help parents work together to stop violence and vandalism; community-wide (business, professional, religious) awareness effort; detailing problems and suggestions for solving it; establishment of a formal communication network, involving all segments of the community; inservice in elementary schools, to sensitize staff; tutorial program to upgrade reading, writing and math skills of identified youth.

LEGISLATORS AND TEAM ACTION TO DECREASE VIOLENCE

There must be a conscious effort to have all groups represented to form a coalition.

Advisory councils should include youths and older adults. Citizen advisory councils should include all ethnic groups and age levels for program planning in the media and community activities with focus on youth.

Individuals need to take affirmative action, by taking the initiative to belong to commissions, by addressing the issues in a responsive and open manner, and by serving as role models. Unless we join the greater political and social groupings, we will not have the action we are looking for. We join the system to help in the decision-making. (Carlos Romo, Ph. D.)

CRITERIA FOR PROJECT SELECTION FOR AWARDS

1. Original and Innovative Programs
2. Applicability in other communities
3. Youth involvement
4. Successful results
5. Cost and personnel
6. Training and audio-visual materials usable as a model

PURPOSE OF AWARDS

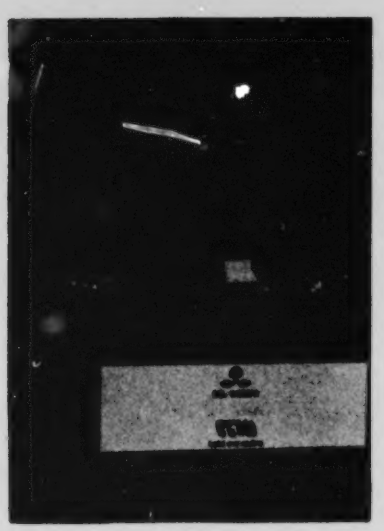
1. Recognize person(s) or program(s) that make a significant contribution to the positive direction of youth, control of violence, deterrents to violence.

2. Generate public awareness of the seriousness of the problem of youth violence, courses of violence, youth controlling youth.

3. Increase interest in implementing alternatives to youth violence, positive approach, utilization of talents of youth.

4. Stimulate using these programs as models in other communities.

5. Publish projects in monograph.



Team Action Youth Involvement Programs to Decrease Violence

NATIONAL AWARD FOR OUTSTANDING YOUTH INVOLVEMENT PROGRAM

STUDENT COMMITTEE ON VANDALISM. La Follette High School, Madison Metropolitan School District, Madison, Wisconsin.
Program Coordinator: Glenn F. Borland, Former Principal, La Follette High School; Northeast District Director, Madison Metropolitan School District, Madison, Wisconsin. (608)266-6238

La Follette High School Student Committees in Madison, Wisconsin reduced vandalism through student involvement. Students develop plans to reduce Vandalism. Each year an Idea Contest allows students the opportunity to creat new logos, slogans, and projects. Anti-vandalism posters are designed and distributed to all Madison schools and are displayed inside and outside Madison Metro buses. Student Committees on Vandalism with the cooperation of the University of Wisconsin filmed a series of vignettes about vandalism, which are aired on all local television stations as a public service. High school students give presentations for elementary and middle school students. Special projects are developed such as making bumper stickers, T-shirts, buttons, pencils. Costs were thousands of dollars lower than those at the other three high schools in Madison, Wisconsin.

YOUTH ADVOCACY TEACHER CORPS PROGRAM. Oakland University and Farmington Public Schools.
Program Coordinator: Dr. Jacqueline Lougheed, Director, Oakland University, 421 Varner Hall, Rochester, Michigan 48063 (313)377-3050

Student Initiated Activities are planned, implemented and evaluated by students. The premise behind Student Initiated Activities is that the higher the level of youth involvement and participation in decision making and activity development, the greater the probability that these activities will impact positively upon student behavior and attitudes. Activities include a school clean-up program, a bulletin board service for teachers, school dances, assembly programs, special contests, attractive graphic displays on the walls, peer counseling and peer tutoring, visits to a nursing home to record oral histories and to provide entertainment and services to residents. Youths spend time at neighboring elementary schools to provide activity programs for students and to assist on the playground. Youths work with an officer of the Juvenile Division to organize after-school recreational programs for students.

COMMUNITY SERVICE TEAMS PROGRAM. San Bernardino County Probation Department, San Bernardino, California
Program Coordinator: Jerry D. Hill, Chief County Probation Officer; Claude M. Potts, Delinquency Prevention Coordinator, San Bernardino County Probation Department, 175 West Fifth Street, San Bernardino, California 92415 (714)383-1598

This youth involvement program involves the successful coalition of public and private service agencies in gaining and managing supplemental services of community resources with a favorable impact on youth and a lowering of the costs related to juvenile justice systems. In 1979 more than 10,000 matters were reviewed and counseled by Community Service Teams with only 7% of the referrals ending up with a formal referral to court. Twelve percent of the youth went on Informal Programs, fourteen percent received follow-up counseling and support and nine percent were referred to community services. The recidivist rate is less than five percent for all counseled contacts. The Probation Department sought community support and volunteers with training programs for Volunteers in Probation. More than 200 students and citizens became supplemental youth workers and providers of supportive services. Objectives realized were the responsible diversion of status and pre-delinquent youth, creation and development of alternatives to the juvenile justice system that are meaningful and beneficial to youth. Law enforcement agencies, school districts, Departments of Social Services, Mental Health, Public Health, and Child Protection Services are cooperating and supportive through involvement in special youth services to be used in support of youth programs developed by Community Service Teams.

CERTIFICATE OF NATIONAL AWARD FOR YOUTH INVOLVEMENT PROGRAM

BROTHERHOOD USA. Southern California Region, National Conference of Christians and Jews.
Program Coordinator: Mrs. Bernice Van Steenbergen, Director, Youth and Education Programs, National Conference of Christians and Jews, 580 Wilshire Blvd., Los Angeles, California 90010 (213)385-0491

The youth program, over a quarter century "young", has achieved the unique status as one of the nation's leading multi-cultural high school human relations workshop programs. Each year two week summer sessions are held at a secluded campsite in the majestic San Bernardino Mountains. Students from different ethnic, socio-economic backgrounds have the opportunity to interact with each other, and to develop a sense of community. Outside speakers and resource persons discuss such topics as self-awareness, family, racism, sexism, rumor control, violence, leadership, problem-solving, and the role of religion. Interest groups such as poetry, arts and crafts, drama, ecology, ethnic and cultural presentations are conducted. The workshops are a five-unit summer elective in many of the school districts in Southern California. As a follow-up to the summer workshops, weekend and one-day programs are held throughout the school year. A multi-racial students speakers' bureau, called Panel of Americans, relate their personal experiences to school groups, parent, civic and religious organizations.

AFRO ACADEMIC TECHNOLOGICAL SCIENTIFIC OLYMPICS. National Association for the Advancement of Colored People (NAACP)
Program Coordinator: Julann McGriff, Regional Director, ACT-SO, 870 Market Street, San Francisco, California 94102. (415)986-6992; William Moon, Director of Programs, NAACP, 1601 Castle Way, Reno, Nevada. (702)885-5430

This two year old special NAACP Program is designed to discover, develop and reward academic achievement among the nation's black high school students. Recognition is given to the scholastic and cultural achievements of youths - grades 8 to 12. Local NAACP Branches hold annual competitions in twenty categories in the area of Arts, Humanities, and Science. An award ceremony is held with media coverage. Participants are sponsored by an individual organization in the participating city.

LAW-IN-ACTION PROJECT. Fifth Judicial District Juvenile Court, Nye County, Tonopah, Nevada.
Program Coordinator: John H. Gilman, Jr., Juvenile Court Master, Nye County Court House, Tonopah, Nevada 89049 (702)482-3597

This "Law-In-Action Project" was conceived to create understanding and knowledge of law and the juvenile justice system. The texts, "Juvenile Law and Procedure" and "Glossary of Selected Terms for Juvenile Justice Personnel" by the National College of Juvenile Justice were utilized in the program. A movie script was written by the Fifth Judicial District Judge and his Juvenile Division Court Staff. The District Court Judge, Court Clerk, Court Recorder, Bailiff, Police, Public Defender, Probation Officer and Assistant District Attorney explained to the students and teachers responsibilities in their positions. The question and answer sessions were informative and enlightening. The youths, teachers, and court personnel worked long hours on their own time in the courtroom to complete this learning experience. Through educational programs, our citizens can become aware of how and why our system of justice functions, and antagonism, resentment, and lack of confidence toward our judicial process will fade.

CONTRA COSTA COUNTY COMMUNITY CITIZENSHIP EDUCATION CENTER. Contra Costa County Superintendent of Schools Office.
Program Coordinator: Nobuo Watanabe, Contra Costa County School District, 75 Santa Barbara Road, Pleasant Hill, California 94523. (415)944-3388

In 1979 a School-Community Citizenship Education Center was established through a grant from the Office of Juvenile Justice and Delinquency Prevention. In addition, school districts, the PTA, a legal fraternity, and a teachers organization provided local funds for release time for teachers to attend workshops in citizenship education. Other activities at the Center include consultant services, evaluation of citizenship programs, identification of resources, and distribution of information about local and national programs to school districts. A mobile display unit, privately donated, will be utilized to promote the Citizenship Education Program throughout the County.

DAY CENTER COMMUNITY SCHOOLS PROGRAM. Contra Costa County Superintendent of Schools Office, Pleasant Hill, California.
Program Coordinator: Joe DeMello, Contra Costa County Superintendent of Schools Office, 75 Santa Barbara Road, Pleasant Hill, California 94523. (415)944-3388

The intent of the County Day Center Schools Program is to create the context for the assimilation of skills by students who have not been able to

acquire essential basic life skills in more traditional settings. The program is highly individualized and places strong emphasis on vocational exploration and experiences to provide each student a successful start to become a self-supporting member of society. The 1979-80 enrollment went from 9 to 109 in six months. Of the enrolled students, 83% have remained in the program or successfully transferred to another educational program. This is a concerted effort to assist designated "Pre Delinquent" Youth from becoming involved in the Judicial System.

SUBSTANCE ABUSE PROGRAM FOR PYRAMID LAKE PAIUTE TRIBE. Pyramid Lake Reservation, Nixon, Nevada.
Program Coordinator: Albert Phoenix, Director, Substance Abuse Program for Pyramid Lake Paiute Tribe, Box 256, Nixon, Nevada 89424. (702)Nixon 3

The program has reached the majority of the Tribal youth population. Tribal members are educated on the total consequences of alcohol and drug abuse with counseling from a cultural perspective. There are strong needs for recreation programs to prevent delinquency among youths. In responding to youth needs, culturally creative recreational activities are oriented toward self pride, self identity, self expression, personal growth, and productive living. Recreational programs on the reservation are as follows: 1) A fun run for all youth age groups, 2) Basketball games for community fundraising, 3) Little League Baseball Program, 4) First Tribal boys and girls basketball tournament, 5) Films from Washoe County Library, 6) Substance Abuse presentations. On a weekly basis all youth activities are as follows: 1) Youth Conservation Corps, Bureau of Indian Affairs (Stewart), 2) Youth Community Service Agency (Reno), 3) Youth Inter-Tribal Council C.E.T.A., 4) Youth Summer Day Camp (J.O.M.).

YOUTH INTERAGENCY ASSESSMENT AND CONSULTATION TEAM. Contra Costa County Superintendent of Schools Office, Pleasant Hill, California.
Program Coordinator: Glennys Christie, Public Information Officer, Contra Costa County Superintendent of Schools Office, Pleasant Hill, California 94523. (415)944-3388

The Youth Interagency Assessment and Consultation Team consists of a child psychiatrist, a clinical psychologist, a clinical social worker provided by Contra Costa County Mental Health and Social Service Departments, and an education specialist provided by the County Superintendent of Schools Office. This interdisciplinary team provides consultation to community agencies, and assessment of children and adolescents who are placed in out-of-home care and are in need of comprehensive treatment planning. It provides a comprehensive consultation and assessment service which integrates mental health, social work, educational professionals and agencies.

HAWAII MULTICULTURAL AWARENESS PILOT PROJECT. College of Education, University of Hawaii, Honolulu, Hawaii.
Program Coordinator: Dr. James Harpstrite, Project Director, Curriculum Research and Development Group, College of Education, University of Hawaii, 1776 University Avenue, Honolulu, Hawaii 96722. (808)947-3366 or 947-3063

The program seeks to encourage students to show concern for the welfare and dignity of others and it seeks community improvement through active democratic participation by students and teachers. Funded since its inception in 1975 by the federal government's Emergency School Aid Act, the Hawaii Multicultural Awareness Pilot Project has undertaken the systematic development of multicultural instructional programs and support materials to improve intercultural understanding, appreciation, and communication in Hawaii's schools. These instructional materials, including teacher manuals, students readings and activity booklets, filmstrips and tapes are being designed, field tested, revised, and translated into Ilokano, Samoan, and Korean by the Curriculum Research and Development Group at the University of Hawaii under contract with the Hawaii State Department of Education.

JOB OPPORTUNITIES FOR YOUTH PROGRAM. Community Services Agency of Washoe County, Reno, Nevada.
Program Coordinator: Bertha Mullins, Youth Director, Community Services Agency of Washoe County, P.O. Box 10167, Reno, Nevada 89510. (702)972-1601

The program purpose is to increase employment opportunities for low income and disadvantaged youth ages 14 to 21, who meet the Department of Labor eligibility criteria. The program provides a variety of services to enable those enrolled to design work career goals and ambitions, develop employment skills and receive training, stay in school and receive an education. The program exposes youth to various career exploration opportunities. It is sponsored by Washoe County CETA, and is operated by the Community Services Agency. The program has, at times, employed over three hundred participants and has helped to lessen the impact of teenage unemployment. The program has assisted in exposing youth to a wide variety of occupational choices and training. Before the youth enter work experience, they participate in a two week personal assessment workshop which deals with self evaluation and career exploration. Many of the youth have work experience in non-traditional jobs, such as young ladies working as jet mechanics at the Air National Guard, conservation aides at Washoe Storey Conservation Administration. Youth may enter a tutorial component to assist in overcoming learning difficulties. The staff works with educators to assist participants to engage in a number of social activities by encouraging them to attend local and state youth conferences and by youths competing for and winning various social club awards. Youth participants have appeared on television and in the press to speak about their Community Services Agency Work Experience Program and how it has benefited them and the community. Over a hundred worksites throughout the community have been utilized.

PROJECT TOGETHER--A Program for Positive Student Involvement, Influence and Change. Constitutional Rights Foundation. George Washington High School, Los Angeles, California.
Program Coordinator: Allan Kakassy, Social Studies Teacher, Los Angeles City Schools, George Washington High School, 10860 South Denker Avenue, Los Angeles, California; Natalie Salazar, Youth Projects Coordinator, Constitutional Rights Foundation, 6310 San Vicente Blvd. Suite 402, Los Angeles, California 90048 (213)930-1510

"Project Together" is a genuinely student-inspired and focused program. It had been born out of student feelings that they should and could do more to help themselves. Students had observed that 'peer pressure' had an untapped potential as a positive force within school and community. Students had suggested that properly stimulated and structured--with committed and caring adult guidance--peer influence could rally young people to confront and work to reduce, if not solve, the problems surrounding them. In "Project Together" students are provided maximum opportunity for taking on responsibility and developing self-awareness, self-confidence, self-respect, and self-reliance. Membership is open to all students who are concerned and willing to work to improve themselves, their school, and their community. Volunteer leadership experiences are offered as "Peer": Counselors, Readers, Education and Career Advisors, Student Government Representatives, Tutors, Community Servicers, Painters, Exchangers, Coordinators, Speakers, Pals, Priders, Justices, Sports and Gamers, Relators, School Developers, School Servicers, Global Educators--and more. Over seven hundred student names are listed on "Peer Rosters". Principal George McKenna credits the program with greatly increasing student morale and with greatly reducing negative campus incidents.

THE BIOLA YOUTH SERVICES PROJECT. Biola College of LaMirada and Los Angeles County Board of Supervisors, Los Angeles, California.
Program Coordinator: Dr. B. David Brooks, Director, Biola Youth Services Project, 12700 Norwalk Boulevard, Norwalk, California 90650 (213)863-0336 or 434-2281

The Youth Project is administered through Biola College of LaMirada. The goals for the Biola Project are: 1) Identification of pre-teen youths who show signs of probable gang involvement; 2) Parenting classes for parents of identified youth with the purpose of teaching skills that can be used in the home to divert youth from gang involvement; 3) Intervention-inservice in selected elementary schools to sensitize staff to the characteristics of pre-gang involved youth; 4) Publication of a strategies handbook for school administrators detailing successful techniques for curbing school violence and crime and suggestions for helping solve the problems in the community; 6) The development of an inter-community parent hot-line to assist parents in their efforts to work together to stop violence; 7) Assistance with school achievement of identified youth through a tutorial program; and 8) Research project in the area of youth gang involvement. The Biola Youth Services Project has a cross section of parents, community persons, governmental, educational and business persons involved in an advisory capacity.

THE SPECIAL SUPERVISION PROJECT. Juvenile Court, Superior Court of the State of Arizona, Pima County Juvenile Court Center, Tucson, Arizona.
Program Coordinator: Ray Clarke, M.S. Rehab. Admin., Project Administrator, Deputy Director for Probation, Pima County Juvenile Court Center, Superior Court of the State of Arizona, 2225 East Ajo Way, Tucson, Arizona 85713. (602)882-2000

The Special Supervision Project is a very successful day-treatment program for the most serious and/or chronic "repetitive" offenders. It was developed as an alternative to the high cost of institutional commitment

to the State Department of Corrections. A maximum of ten juvenile offenders are in the program at any one time with a carefully selected staff of one Senior Probation Officer, two Probation Officer Aides, and a Volunteer. The juveniles are enrolled for a minimum of three to a maximum of six months. The actual program consists of five major components: the University of Arizona provides vocational rehabilitation testing, guidance and interns; the Reading Clinic furnishes special diagnostic and reading services; the YMCA offers community, cultural and recreation activities; the Juvenile Court provides teachers for Math, Writing, Spelling, English, and Physical Education. Supervision, counseling, lunch "in the community", field trips, communication groups and transportation are also provided by the project. Project follow-up indicates that the juvenile offenders who terminated successfully are now in Job Corps, GED programs, back in high school, in the Army, working, and one ex-participant is in college. This Project saves the state several hundred thousand dollars, reduces the number of delinquent acts and provides an excellent means of exiting hard-core offenders off of probation, away from state lock-ups, and out of the juvenile justice system as self-sufficient citizens.

PROJECT ARIES. Charlotte-Mecklenburg Schools; National Conference of Christians and Jews, Mecklenburg Chapter.
Program Coordinator: Catherine Huffman, Deanne L. Crowell, Assistant Superintendent, Human Resources, Charlotte-Mecklenburg Schools, P.O. Box 30035, Charlotte, North Carolina 28230 (704)379-7000

National Conference of Christians and Jews provides training in group dynamics, communication skills, leadership skills, self-concept, values clarification, problem identification and problem solving to a core group of students in each of 31 secondary schools. Throughout the school year, these students develop and conduct activities designed to meet the stated goal. All activities are conducted by the students. They are given guidance and support by the professional staff of National Conference of Christians and Jews and by faculty advisors. Students develop good self-concepts and understanding and respect for persons different from themselves, not only racially, but economically. Following the Miami disturbances this summer, the Charlotte-Mecklenburg Community Relations Committee held a series of meetings throughout the community in order to determine the pulse of Mecklenburg County. Project ARIES was given the credit for keeping it "cool" in the schools.

INTENSIVE LEARNING PROGRAM. Calhoun County Probate Court, Juvenile Division, Marshall, Michigan.
Program Coordinator: Judge John M. Brundage, Calhoun County Juvenile Court, 315 W. Green Street, Marshall, Michigan 49068 (616)781-9811 extension 386

Four years ago Judge John M Brundage determined that the Calhoun County Juvenile Court should implement a community based residential treatment program for recidivist juvenile and assaultive offenders at the Calhoun County Juvenile Home. Intensive Learning Program incorporates individual and group counseling, school, recreation and group living in its four cognitive/behavioral phases. The approach is supportive/empathic while directly aimed at identifying and replacing self-defeating beliefs

with rational, self constructive ideas. An after-care caseworker has been assigned to provide continuation of Intensive Learning Program concepts to program graduates. A youth committed to Intensive Learning Program determines the time of release by positive performance in the program by earning 10 successful weeks of acceptable behavior. Each youth is involved in identifying individual behavior objectives and is critically involved in assisting peers in developing appropriate behavior. Since its inception in 1976, 106 youth have successfully completed the program in an average of 136 days care per youth. Twenty-nine youth or 27% have subsequently been adjudicated in Juvenile Court on criminal offenses. Days care in private and public institutions have been reduced from 22,129 in 1969, to 10,295 in 1979. The community has benefited through significantly reduced criminal recidivism at significantly lower costs. Youth have benefited through decreased involvement in the Juvenile Justice System by successful rehabilitation.

TRUANCY PROJECT, BALTIMORE CITY PUBLIC SCHOOLS. Baltimore City Public Schools and Juvenile Court for Baltimore City.
Program Coordinator: Judge John R. Hargrove, Supreme Bench of Baltimore City, Court House, Baltimore, Maryland 21202. (301)396-5052

"Project Truancy" of Harlem Park Elementary School is a project comprised of twenty-eight (14 experimental, 14 control) inner-city fifth and sixth graders who have been absent twenty or more school days the previous (1978-1979) school year. Counseling, group meetings, parental contacts, outside contacts, attendance club, incentives and rewards to improve attendance, constant encouragement from school Social Worker and Home Visitor, possible court intervention encourage regular attendance. Project Truancy promoted attendance, and teachers of the experimental group students reported that the students were more concerned about personal hygiene and personal appearance, participated in class discussion, exhibited more self-control, accepted responsibility for their actions, were more receptive to learning, and achieved academically. The fourteen students in Project Truancy have been encouraged to join various clubs in the school based on their personal strengths and desires. Some students remain after school for tutoring. Involvement in extra-curricular school activities has been encouraged to provide students with other incentives to attend school. Though monthly prizes are provided to encourage students to attend school regularly, it is important that students regard this Project (and the prizes) as a temporary situation and begin to move toward self-motivation, i.e. attending school for the academics and extra-curricular activities.

EXPERIENCED BASED CAREER EDUCATION. Washoe High School, Washoe County School District, Reno, Nevada.
Program Coordinator: John Genasci, Ed. D., Principal, Washoe High School, 395 Booth Street, Reno, Nevada 89520 (702)786-6744

The Experienced Based Career Education class is taught 3 hours per day, 4 days a week, and is composed of 15-18 students. The program is an adaptation of the Far West Model. Students are able to leave the classroom, get out into the community, and investigate various careers through first hand experience. They work with community resource people who let the students observe, ask questions and gain "hands-on" experi-

ence in each career field. For the first nine weeks of a semester, students are required to interview 3-5 resource people. During the last nine weeks they complete an in depth project in one career area, and present publicly the project. Academic classroom activities to supplement the career explorations are: daily journals to assist in developing writing skills and self-expression; weekly grammar, reading, and math assignments; weekly assignments on value clarification; weekly spelling and vocabulary exercises; weekly current event discussions; and on-going job seeking, keeping, and advancement skills. The class takes bi-monthly field trips, such as: Water Treatment Plant, Sewage Treatment Plant, Space Place, Nevada Art Gallery, Reno Newspapers, Bureau of Land Management, Air National Guard, Washoe County Library, and Nevada State Prison. Guest speakers supplement the program. Through subjective observation, great growth is observed in students becoming more responsible, independent and motivated. Students claim they have learned and benefited from the class.

NEIGHBORHOOD PAINT UP ASSISTANCE PROJECT. Community Services Department, Kansas City, Missouri.
Program Coordinator: Evelyn Wasserstrom, Director of Community Development, Community Services Department, Division of Community Development, Neighborhood Projects Office, 11th Floor, City Hall, Kansas City, Missouri 64106 (816)221-0688.

The Neighborhood Paint-Up Assistance Project is a job skills training program for teenagers that provides three services to the community: 1) Job training and employment for 16-21 year olds, both male and female; 2) Bridging communication and relations between the elderly and the young; 3) Painting of houses for elderly and handicapped homeowners who otherwise would have been unable to have their houses painted. Crews of five youths were assigned to a supervisor who coached the development of painting technique, surface preparation, and safety awareness. Job skills such as attitude, teamwork, and use of time were emphasized. No previous painting experience was required. Through the efforts of these teen workers, 45 elderly citizens were able to have their houses painted this year. Some of the workers have been hired in the neighborhood to continue painting and for odd jobs after the project end.

SHERIFF ASSISTING YOUTH. Sheriff's Office, Salt Lake County, Salt Lake City, Utah.
Program Coordinator: Lt. W. L. (Joe) Gee, Unit Administrator, Juvenile Division, Sheriff's Office, Salt Lake County, Metropolitan Hall of Justice, 437 South Second East, Salt Lake City, Utah 84111. (801)535-7441

Specially trained Deputy Sheriffs with offices in each high school (12-man specialized unit) provide instruction and prevention in all elementary and secondary schools that feed the specific high school area and implement several youth involvement programs aimed at improving the community's cooperation with and understanding of the police. These programs are an effective force in crime prevention because they encourage involved youths to view law enforcement as a positive force and help them to understand their own responsibilities toward the law. This effort has resulted in the prevention, detection and containment of crime

and violence on school campuses and afforded students the opportunity to follow their academic pursuits (so important to their future) in a conducive environment. The students also are provided with the experience of a law enforcement officer in a non-adversary, non-authoritarian role, promoting open dialogue in the schools. Some of the objectives and programs of the unit are: 1) An accredited daily vocational class for high school seniors in law enforcement; 2) Officer Friendly Program (Sears-Roebuck Foundation) in the elementary grades to instruct students in authority, safety, vandalism, and civic responsibility to reduce disruptive and unlawful behavior in schools and society; 3) American Bar Association's Law-Related Education to improve the citizenship skills of students by learning about the law, legal processes, and the legal system. 4) Counseling is employed by Sheriff's Office personnel with Juvenile Probationers and Parolees enrolled in the schools to encourage academic accomplishment; 5) Instruct all grade levels in alcohol and drug abuse, safety (driver, personal) vandalism; 6) Education programs concerning rape, incest, child abuse, and encourage the reporting of this abuse; 7) Instruct faculty and administrators in procedures to prevent and control criminal activity and violence on campuses; 8) Assign trained personnel to concentrate on the investigation of all crimes committed on school campuses; 9) Coordination of activities of allied community agencies, i.e. P.T.A., school administrators, and Juvenile Court to address mutual problems and accomplish goals in Juvenile Criminal Justice and crime prevention; 10) Enforcement of alcohol and drug laws on school campuses by a select enforcement unit equipped to detect and apprehend persons disrupting school areas by criminal activity; 11) Attendance at school extracurricular activities to prevent the development of campus problems. These programs are a stabilizing influence in the schools and community, prevent and minimize disruptive activity, allowing the schools to function for their designated purposes. Student surveys by the Sheriff's Office have indicated positive attitudinal changes toward the role of law enforcement.

SPECIAL SERVICES. Superior Court of Lake County, Juvenile Division, Gary, Indiana.
Program Coordinator: Mary Janet Stewart, Superior Court of Lake County, Juvenile Division, 400 Broadway, Gary, Indiana 46402. (219)886-3621

Senior Judge Darlene Wanda Mears, of the Superior Court of Lake County, Indiana-Juvenile Division, initiated a special program for diverting status offenders from official courtroom proceedings. Three Probation Officers work intensively only with cases involving status offenders. The effort is directed at locating and identifying potential problems, support of families in coping with difficulties they encounter in schools, by a program of supportive early intervention. The Probation Officer's primary activities include: initial intensive contact with the youth and family; a comprehensive network of referral alternatives including drug, alcohol, and mental health counseling, tutoring, recreational activities, shelter care. The Probation Officer options include referring the case to another more appropriate agency, warning and dismissing the matter, placing the youth on unofficial probation for additional informal counseling, and as a last resort filing the matter as an official Court case. The programatic efforts have resulted in dramatic results. Most children are counseled for about three months with only

6% reaching open Court versus nearly 100% before. It also appears that these children will not recidivate and will not become criminal offenders. Fewer children are being placed outside the home and none are being detained. Schools and families have a growing confidence in ability to handle their problems. The Juvenile Court can provide a support services system that can aid families in working through their problems without encouraging criminal delinquent behavior. The program can be replicated without outside funding through careful hiring or staff selection procedures and by providing ongoing training for staff.

4-H GUIDES OF THE FUTURE. Cooperative Extension Service, Max C. Fleischmann College of Agriculture, University of Nevada-Reno
Program Coordinator: David A. Barber, Youth Agent, and Margaret Mann, Washoe County Extension Service, 1100 North Wells Avenue, Reno, Nevada 89502. (702)329-4646

The Guide Dog Puppy program was organized to provide guides to blind veterans of World War II. It was found that kennel raised dogs posed a number of problems, therefore, 4-H families were suggested to raise puppies in a home environment. Since the late 1940's, 4-H'ers have raised, socialized and trained puppies for guides. Youths learn responsibility, develop dog handling skills, patience as well as leadership skills. The socialization experience of raising the puppy requires the involvement of the total family.

CAMP FIRE'S AFTER SCHOOL PROGRAM. Sierra Sage Council Camp Fire, Sparks, Nevada.
Program Coordinator: Doris Joslyn, 1638 Prater Way, Sparks, Nevada 89431. (702)358-4616

Sierra Sage Council of Camp Fire's After School Program for elementary school age children is held Monday through Friday at their schools from 3:00 P.M.-6:00 P.M. with supervision provided by a paid trained staff. The program was developed to meet the needs of the increasing number of working mothers of school age children and the many children who need supervision, wholesome activities and socialization with peers. Elementary schools provide ideal locations for this program. The daily program which has one staff person for every 6-10 children, includes snack time, sports and games, arts and crafts, creative arts, homework assistance and field trips. Emphasis is placed on having a relaxed social atmosphere so that children don't feel that the program is an extension of the school day. Parents are charged a $15.00 fee for the week. Application can be made for a reduced rate which is based on a sliding scale according to the family's income and size. At the present time the program is operating at ten schools. the long range goal is to have the program in every school in Washoe County and to develop the program before school. In the three school areas where the program was initiated there was a decrease in vandalism in the neighborhoods. There is some evidence that the homework assistance has helped improve grades and attitudes. Some children who have had discipline problems at home or school seem to be improving.

THE DEPUTY'S STUDENT ADVISORY COUNCIL ON SCHOOL DISCIPLINE. Pittsburgh Public Schools, Pittsburgh, Pennsylvania.
Program Coordinator: Deputy Superintendent Dr. Curtis L. Walker, Pittsburgh Public Schools, Administration Building, Bellefield Avenue at Forbes Avenue, Pittsburgh, Pennsylvania 15213. (412)622-3600

The goals of the program are for students to be involved in working with the School District in improving the total school climate, eliminating discipline problems, and decreasing vandalism in all of our schools. Four students from each high school and each middle school, consisting of two boys and two girls who are selected jointly by the principal and a faculty sponsor, meet five times a year, or every other month, with the Deputy Superintendent at various school sites to discuss and to present efforts that were used in their schools to accomplish the goals. Students who have been selected are very enthusiastic about their responsibility and sponsor various campaigns and programs in their schools for both the student body and the community. Presently the Pittsburgh public schools are witnessing a very profitable school climate, and vandalism has been on the decline for the last three years.

NOSOTROS STREET PROGRAM. Nosotros, Juvenile Street Program, Tucson, Arizona
Program Coordinator: David L. Underwood, Street Program Director, 1966 South Park Avenue, Tucson, Arizona 85713. (602)623-3489

The Nosotros Street Program is a non-profit alternative to out-of-home placement for adjudicated dependent and delinquent youth referred by the Department of Economic Security and the Pima County Juvenile Court Center. Individual, group, and family counseling as well as educational, recreational, and employment services are provided. The Street Program serves 40 youths--the majority are from Chicano and Black communities. The Street Program functions as an information, service, and referral agency. The Program makes every effort to become acquainted with the youth's needs, as well as the needs of the family and the community. The Street Program takes full responsibility for seeking and insuring that each youth gets the appropriate supportive services, whether the service is diagnostic, treatment, education, welfare, and in some cases full-time residential care. The Street Program is concerned with community prevention and develops preventive-type activites for all youth in the community.

SPAT TEAM PROJECT: A POSITIVE YOUTH INVOLVEMENT PROGRAM. Far West Laboratory for Educational Research, San Francisco, California.
Program Coordinator: Dr. Leonard C. Beckum, Far West Laboratory for Educational Research and Educational Development, 1855 Folsom St., San Francisco, California 94103. (415)565-3079

The SPAT Team Project is one effort that has successfully involved students in identifying the causes of disciplinary action. The Project then assisted the students to develop remedial strategies to counteract the identified causes. This Project, conducted in a California school district, was based on the premise that in order to begin solving the widespread disciplinary problems in the schools, the students themselves must be actively involved in attempts to understand the sources of the

problems and to design appropriate remedies. In addition to students, the project also involved school administrators, parents, and laboratory personnel. The project was conducted over a three-year period in which data on disciplinary actions was collected and analyzed. School rules and procedures were reviewed and questionnaires were designed for teachers, administrators, students, and parents about the appropriateness of school rules. These activities led to several conclusions about the nature of discipline in the district. The analysis process revealed, for example, that approximately 10 percent of the teaching staff were responsible for 90 percent of the referrals and that 5-10 percent of the students were involved in 90 percent of the disciplinary actions. Ninety percent of all referrals were from classes responsible for teaching the basics--math, reading, and science. Truancy and tardiness accounted for 70 percent of all disciplinary actions. The findings also revealed a lack of consistency in the application of the rules and procedures. Finally administrators, teachers, and students, were about equally unfamiliar with or had poor knowledge of rules and procedures. The above findings led to a number of recommendations, one of which is the need to develop a code of conduct that would be utilized consistently in each of the three high schools in the district. A minicourse to train students and refamiliarize teachers and administrators with rules and procedures during the first week of school, a peer counseling program, and a community outreach effort to involve parents in the educational process are other suggestions resulting from the SPAT Team Project.

YOUTH INVOLVEMENT IN TEACHER TRAINING. School of Education, University of Southern California; Compton Unified School District, Los Angeles, California.
Program Coordinator: Annette Gromfin, National Coordinator, Technical Assistance and Community Based Education, Teacher Corps, School of Education, University of Southern California, 6137 W. Alcott Street, Los Angeles, California 90035. (213)651-0931

Although more and more schools are concerned with delinquency and troubled youth in schools, there is very little available through teacher training institutions on techniques, methods and approaches to assist with the issues. The University of Southern California in cooperation with five departments in the School of Education, county school systems and the Los Angeles Department of Probation developed a program under a Teacher Corps grant to provide a new sequence of training to school personnel. Much of the teacher preparation sequences had little content for the needs of professionals in higher delinquency schools or correctional facilities. To build a new sequence of courses which were focused on the strategies useful in teaching troubled youth, the project enlisted the aid of community groups who helped develop a community-based series of dialogues with youth in trouble. University faculty and school personnel met with a range of troubled youth who shared insights, approaches and directions they thought would be relevant with delinquent prone youth in school settings. Curriculum teams were developed and community youth were members of these teams. They met at the University for a semester to help develop new directions. A number of new directions were identified and school courses were revised or newly developed. Among the areas under development were: Adolescence and delinquency; use of community resources for youth: developing success in the classroom;

community-school relationships-developing curriculum in the school setting; transition programming for mobile youth and developing receptive school climates for troubled youth.

LAFOLLETTE HIGH SCHOOL STUDENT VANDALISM COMMITTEE

Vandalism Program

COMMUNITY COMMUNICATIONS

- Law Day
- Focus (TV Program)
- Film Clips
- Mayor's Committee
- Teacher Information
- Parent Involvement
- Special Presentations

STUDENT INVOLVEMENT

- All of Above
- Student Teams - Special Training Sessions
- Middle School Visitation
- Elementary School Visitation
- Orientation - 9th grade
- Reward System
- Student Union Programs
- Share program with other schools
- Attitude Development

COST ANALYSIS

- Individual School Reports
- Incident Reports
- Total Tabulation and Cost and Incidents

BEHAVIOR MODIFICATION

- Value Clarification
- Student Interviews
- University Research
- Special Programs

MATERIALS AVAILABLE

Film Strips with dialogue
Vignettes
Pamphlet
Speakers
Special Programs

Glenn Borland
LaFollette High School
Principal

Scott Truehl
Student Chairperson

ADDITIONAL PROGRAMS TO DECREASE YOUTH VIOLENCE

PREVENTION: THE SCHOOL VIOLENCE AND VANDALISM NEWSLETTER
253 Mira Mar, Long Beach CA 90803
The School Violence and Vandalism Newsletter is a monthly publication directed toward assisting educators in efforts to reduce violence and vandalism in and around schools.

CYESIS PROGRAM YMCA
1301 Valley Road, Reno, NV 89512 (702)322-4531
CYESIS Program provides pregnant girls with an opportunity to continue their education during pregnancy and the early infancy of their children; assists the girls in getting pre-natal, post partum and pediatric professional health care; assists girls with a realistic adjustment to pregnancy and motherhood, a plan of infant care or adoption, and self-realization educationally and vocationally; assists girls in achieving or maintaining economic self-support, prevent, reduce or eliminate dependancy and achieve a realistic identity; prevents neglect, abuse or exploitation of children and adults; assists in preserving, rehabilitating, and reuniting families; establishes collaborative relationships with health, education and welfare programs of the community, and [illegible]r-ral relationships for individually appraised needs.

REGINA HALL OF WASHOE COUNTY
Washoe County, Nevada (702)849-0802
The major focal point of the program is counseling--both individual and group counseling to guide the girls in dealing with their problems in a realistic manner. Behavior modification concepts are applied in everyday living situations. Close contact is maintained with case workers and family counseling is instituted if there is a possibility of the girl returning to her family. An extensive arts and crafts program is in effect.

OIKOS PROGRAM, ADOLESCENT AND FAMILY TREATMENT PROGRAM
P.O. Box 1272, 427 Ridge Street, Reno, NV 89501 (702)322-4357
OIKOS, Inc. is a private, nonprofit organization which offers individual, group and family counseling to Northern Nevada area youths and their families. Residential, nonresidential, and a day care program is available for youths ages 13-18 years old. School, recreational activities, counseling, and supervision are offered. Referrals come from sources including Juvenile Parole, Juvenile Probation, Northern Area Substance Abuse Council, parents, and clients.

PREVENTION OF SCHOOL VIOLENCE PROJECT
San Diego County Department of Education, San Diego, CA (714)292-3681
This project utilizes the following strategies: awareness and prevention skills to deal with violence; staff safety training; assertive discipline; problem-solving techniques; stress reduction and relaxation skills; understanding what triggers and defuses violence; awareness of laws related to school violence; dealing with intimidation; total school support system of administrators, staff, parents, and community agencies;

peer counseling and understanding defined behavior limits with standard consequences.

POSITIVE PEER CULTURE
7 Hawksdale Road, Downsview, Ontario, Canada M3K 1W3 633-0660
Omaha Public Schools, Omaha, Nebraska
Positive Peer Culture program is a self-help program which provides students with opportunities to work together to solve problems. The student has an investment in the school and its rules and regulations. The program is designed to strengthen communication among students, and adults. The basic philosophy includes that no one has the right to hurt oneself or other people, and that youths must be held accountable for their actions. Peer groups are formed and members of the groups discuss problems and confront each other about behavior. Leadership groups are composed of students identified as leaders (either negative or positive) by school faculty and students. Students are invited to join the group after interviews by faculty. With a trained adult group leader, members of each leadership group meet several times each week throughout the school year. Student advisory groups are formed by individual members of leadership groups. Students with behavior, attendance and other problems may choose to accept this group's help.
The goals are to develop leadership skills among youth so they may more effectively help themselves and their peers to achieve educationally and socially in the school community; to assist youth to assume responsibilities in building a human relations atmosphere conducive to growth and development; to promote socially acceptable behavior and prevent disruptive activities and discipline problems; to develop competencies in Positive Peer Culture methodology with staff members of the schools.

ACTION FOR CHILDREN'S TELEVISION
46 Austin Street, Newtonville, MA 02160
The organization has the goal of improving television for children. They suggest to parents to talk about television with your child.
-Talk about the differences between make-believe and real life.
-Talk about ways television characters could solve problems without violence.
-Talk about programs that upset your child.
-Talk about programs that delight your child.
-Look at television with your child.
-Choose the number of programs your child can watch.
-Choose to turn the set off when the program is over.
-Choose to improve children's television by writing a letter to a local station, to a television network, to an advertiser.

SI SE PUEDE PROJECT (IT CAN BE DONE)
Office of the Santa Clara County Superintendent of Schools, Community Education Development, 100 Skyport Drive, San Jose, CA 95110 (408)299-2441
SI SE PUEDE project goal is to develop a neighborhood-based community development project that identifies issues and promotes action that addresses the continued positive growth of the affected communities. The areas of project impact will be: organizing community councils; developing a community diversion program, a specific activity will be created at each school site to address the issue of upward building of youth

self image; address acts of violence connected to gang activity; address absenteeism and vandalism; address family unity and health concerns.

NATIONAL COUNCIL OF JUVENILE AND FAMILY COURT JUDGES
University of Nevada-Reno, P.O. Box 8978, Reno, NV 89507 (702)784-6012
The National Council of Juvenile and Family Court Judges is dedicated to improving the juvenile justice system in this nation. The purposes are to improve standards in the nation's juvenile and family courts; to provide resource metarials and expertise to local, private and governmental agencies; to conduct training and educational programs for persons in the field of juvenile justice; to conduct research and publish findings for use by those in the field; to publish periodicals and educational materials for those in the field and for the general public.

NATIONAL SCHOOL RESOURCE CENTER
National Center, 5530 Wisconsin Avenue, N.W., Suite 1600
Washington, DC 20015 (800)638-8090
The National School Resource Network was established to help schools meet the challenge of disruption, violence, and vandalism, and become safer, more positive places in which to learn. The network makes known the solutions that have been developed and facilitates positive change through a resource-sharing and network-building approach. The National Center, four Regional Centers, and consortium of 34 member organizations link people and organizations around the country that have developed solutions. Through the services National School Resource Network provides ---training, technical assistance, and written information---an individual school of community can draw on the resources of a national network of practical experience and recognized expertise. The services are available, at no cost, to both school and community personnel. Core Workshops and special presentations are offered.

YOUTH ACTION HIGHLIGHTS
JBF Associates Youth Policy, Practices and Research, 3746 Cumberland St, N.W., Washington, DC 20016 (202)363-8103
"Youth Action Highlights" is published six times annually by JBF Associates, a national non-profit consultant service devoted to youth issues. JBF priorities are public policy planning and promotion, research and evaluation, program development and implementation. The most urgent issues within these priorities are juvenile justice, youth employment, adolescent health and education.

TWENTY-FOURTH STREET SCHOOL REFERRAL CENTER
2055 West 24th Street, Los Angeles, CA 90018 (213)735-0278
Dr. Eli Brent, Principal
The Referral Center assists in the development of positive self directed individuals through the use of behavior modification techniques; provides immediate counseling for students who exhibit extreme behavior, requiring removal from the classroom; provides assistance to students who have irregular attendance, truancy; provides an area for immediate relief from a discordant situation in the classroom or yard. The staff at the Referral Center assists teachers with parent-teacher-student conferences.

TRUCKEE MEADOWS COMMUNITY COLLEGE DROP-IN CENTER
Office of Student Services, 7000 El Rancho Drive,
Sparks, NV 89431 (702)673-7060
For further information contact Faith Milonas.
The Drop-In Center provides students and prospective students general information about the college and college resources; refers students who are unaware of and/or reluctant to utilize existing student services; serves as a campus Career/Occupational Information Center; provides an outreach function for all student services, such as counseling, tutoring; serves as referral center for community resources; offers the full range of counseling activities; serves as an educational information center; offers financial aid information.
The Drop-In Center is staffed by a rotating counselor with a back-up classified person or work-study student. Open from 8 A.M. to 8 P.M. The Center is set up to meet the needs of students unable to schedule an individual counseling appointment.

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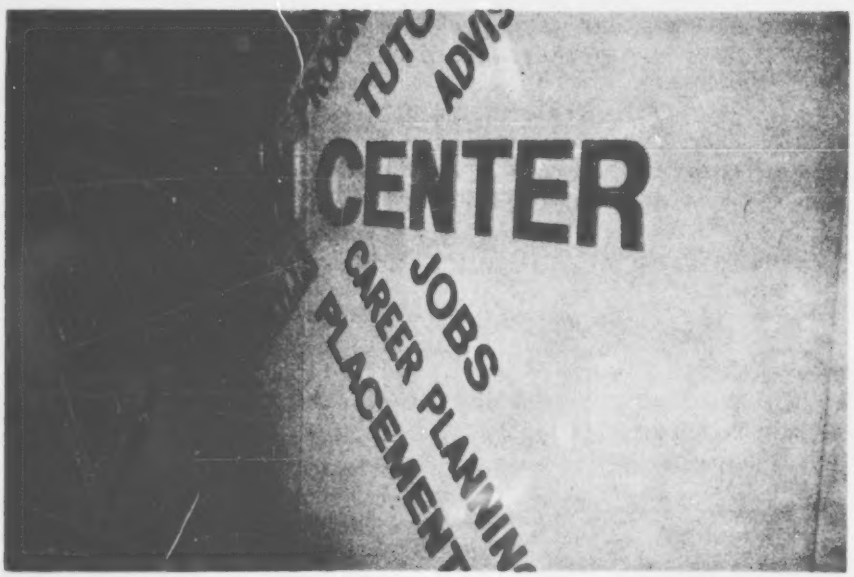
WELCOME!

Book on Stand at Entrance to School:

BOOK ON COMMENTS AND SUGGESTIONS	COLLEGE RESPONSE
Students write suggestions and comments.	

If we can answer your question or comment, check back in the book later.



CONSTRUCTIVE IMPROVEMENT COMMENTS

(These comments are paraphrased from the written suggestions by the participants.)

Give more time for discussion and interaction from/with the audience.

Continue to highlight successful programs.

Build in a plan of influence to effect a national change. An agency with funds needs to begin a National Network to influence legislators, educators, and others who have influence over youth programs.

Need more focus on the historical and sociological causes of violence, and more discussion on the relationship of prejudice and violence. There should be some focus on research on groups that advocate and practice violence.

Speakers and lecturers should direct their comments and presentations more toward solutions, implementation, and development of programs which meet the needs of youth (Less theory--more solutions).

Present research on the violence prone individual.

There was a great deal of interacting among various agencies, exchanging ideas, and formulating alternative strategies to have effective programs. With the cross-section of various people, we can learn from one another understanding, communication, openmindedness, and acceptance of other ideas.

Have youth in the prison system "telling it like it is."

To develop a broader base for developing programs for future conferences, various Black conference participants generated the following concerns:

- The full range of problems need to be addressed---KKK, Nazi, and middle class suburban violence, violence which results from teachers against students in school.
- Acknowledgement of racism in society and the structure of the school that can affect the students' violent and other behavior. Discriminatory application of rules. The need for equal access to educational opportunity.
- Acknowledgement of involvement of adults in juvenile violence, such as adults recruiting for KKK on the high school campus and training students; adult drug dealers recruiting juvenile dealers.
- Awareness that much of children's misbehavior is due to mistreatment and victimization. Children should be treated as persons with rights. Build on their strengths. Children should be treated with respect.
- A call for papers should go out.
- Other Black professional organizations should be notified of the next conference, including Hispanic, Chinese, Native Americans, etc.

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MONOGRAPH

The rising rate of violence in our schools and society is of tremendous concern to the citizens in our country. The purpose of the First National Symposium on Youth Violence, Team Action Youth Involvement Programs to Decrease Violence, was to:

- -Identify successful youth programs which decrease violence in our schools and communities
- -Develop alternative plans to decrease violence and constructively channel the energies of youths
- -Implement techniques for effective use of programs to decrease violence by utilizing and expanding the services of education institutions, the judiciary, private and public sectors, law enforcement, community resources
- -promote legislative action programs for constructive involvement of youths.

Nationally known authorities addressed the symposium. All sessions were directed toward solving problems and implementing constructive youth involvement programs to decrease violence.

Focused for policy makers and practitioners in the fields of education, juvenile justice, law, corrections, medical and health services, law enforcement, community programming, and those working in a broad range of human service resource systems for YOUTH.

The Monograph, FOCUS ON YOUTH, FIRST NATIONAL SYMPOSIUM ON YOUTH VIOLENCE, TEAM ACTION YOUTH INVOLVEMENT PROGRAMS TO DECREASE VIOLENCE, will be sent to fully registered participants of the National Symposium.

The Monograph includes summaries of the presenters, outstanding youth involvement programs to decrease violence, and the proceedings of the National Symposium on Youth Violence.

Please complete the order form for the Focus on Youth Monograph.

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